



1849 C Street NW
Washington, DC 20240



BUREAU OF INDIAN EDUCATION

STRATEGIC DIRECTION

2018-2023

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"My Administration is committed to Tribal sovereignty and self-determination. A great Nation keeps its word, and this Administration will continue to uphold and defend its responsibilities to American Indians and Alaska Natives. The United States is stronger when Indian Country is healthy and prosperous."

President Donald J. Trump

THE FUTURE

OF INDIAN TRIBES

in terms of economic development and cultural preservation is dependent upon the quality of education received by individual Tribal members. As highlighted by the U.S. Government Accountability Office (GAO), a lack of consistent leadership and the absence of regular and consistent strategic planning have limited the Bureau of Indian Education's (BIE) ability to improve its core service delivery to the Tribes, school boards, students, teachers, and staff that it serves. The BIE looks forward to working cooperatively with Indian Country to address this historical shortcoming by putting this Strategic Direction into action and improving its educational service delivery.

"American Indian and Alaska Native kids deserve a world-class education. 48,000 students and their families rely on the Bureau of Indian Education to ensure a quality education in a safe and nurturing environment. Under my leadership, the Department of the Interior has worked hard, and will continue its efforts every day to improve accountability and enhance services on the front lines to ensure Native children have access to a quality education that equips them with the knowledge and skills necessary to succeed in life and become leaders of their respective sovereign nations."

Secretary of the Interior Ryan Zinke





THE SECRETARY OF THE INTERIOR
WASHINGTON

AUG 16 2018

Dear Tribal Leaders, Students, Parents, Staff, and Stakeholders:

From day one as your Secretary of the Interior, upholding the trust responsibility and supporting Tribal sovereignty have been my top priorities for Tribal communities. In my travels to Indian Country to meet with Tribal communities, I have heard, in the diversity of opinions, one common goal: to offer a world-class educational system for Native students.

Each day, the hardworking Bureau of Indian Education (BIE) teachers and staff strive toward that goal as they prepare our 48,000 students for a brighter future. But we need to complement these daily efforts with a vision for the future. I praise the leadership and staff of the Assistant Secretary - Indian Affairs and BIE for developing a Strategic Direction to take the BIE into 2023 on a trajectory toward excellence. The Strategic Direction is a plan that takes into account the expertise of parents, teachers, students, administrators, Tribal leadership, and Indian education advocates. I am grateful for the collective efforts of those who dedicated their time and input.

As your trustee, I am committed to supporting our collective goal for making the future for Native youth brighter and more prosperous. Together, we set the course to support generations of Native students from kindergarten to post-secondary education. I am pleased to share this Strategic Direction as a guide for meeting this great responsibility and look forward to witnessing the results of its implementation.

Sincerely,

Ryan K. Zinke
Secretary of the Interior

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TODAY'S BIE

AND ITS STUDENTS

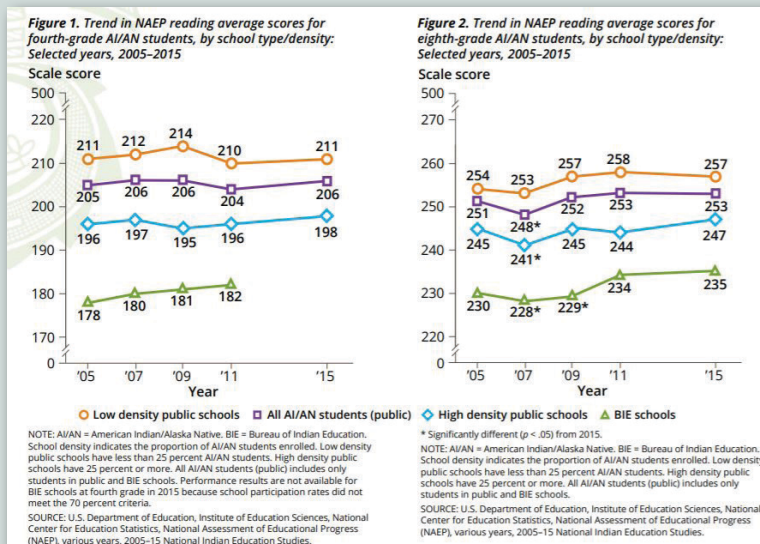
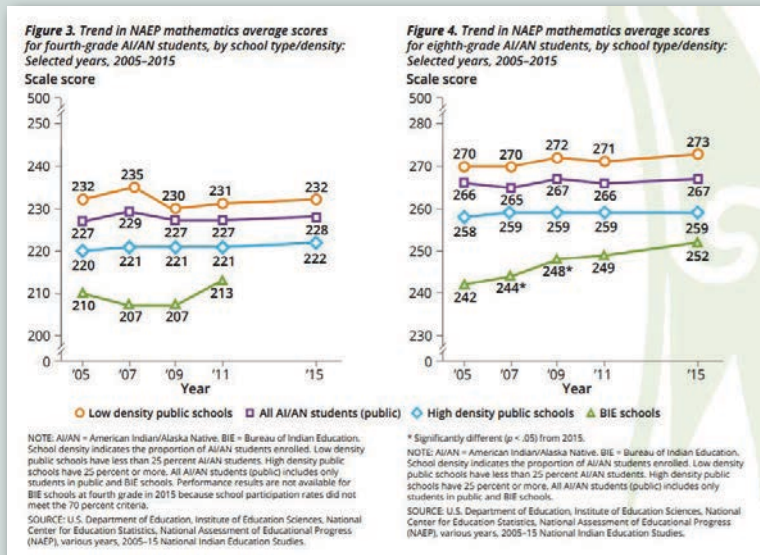
The BIE school system currently employs thousands of teachers, administrators and support personnel, while many more work in Tribal school systems funded by BIE. Currently, the BIE oversees a total of 183 elementary, secondary, residential and peripheral dormitories across 23 states. The 183 BIE-funded schools vary considerably by size, Tribal culture, and a multitude of other socio-economic and geographic factors. 130 schools are Tribally controlled under P.L. 93-638 Indian Self Determination Contracts or P.L. 100-297 Tribally Controlled Grant Schools Act. 53 schools are directly operated by the BIE. The BIE also oversees two postsecondary schools: Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

The BIE is committed to improving the performance of Indian students. According to the most recent National Indian Education Study, the largest such study to date, American Indian/Alaskan Native students' scores have not changed significantly in 2015 compared to 2011 or even 2005, the first administration of the study (Ninneman, Deaton, & Francis-Begay, 2017). The overall performance of Indian students nationwide is lower than any other racial/ethnic group in America. In 2015, the graduation rate for Indian students was 69%, however the rate for those students attending BIE-funded schools was 53% (Camera, 2015).



Native language and culture is a critical part of Indian education, yet many students report only having some knowledge of their own culture (Ninneman, Deaton, & Francis-Begay, 2017).

According to the NIES Study, only 28% of 4th grade students and 43% of 8th grade students attending BIE schools reported knowing a lot of their own heritage (p.8).



“AI/AN students did not show statistically different changes compared to the most recent administration of NIES in 2011 or the first administration of the study in 2005.” (NCES, 2017, p. 22)

However, this is just a small piece of the story. Indian students experience significant educational risk factors far more than any other student group in our country. Poverty, violence, isolation are just a few of the factors that impact Indian students. Indian youth have the highest suicide rate among all ethnic groups in the US (SPRC, 2013) and one out of 10 Indians age 12 or older become victims of violent crime every year. The challenge of meeting the academic, social, emotional and behavioral needs of the students is exacerbated by the poor conditions of school facilities, the high staff turnover rate, and lack of qualified Indian teachers.

Although the data described is national data, for the eight percent of all Indian students who attend BIE-funded schools, the information details existing gaps and the urgent need to focus attention on BIE students.

BIE STRATEGIC DIRECTION

EXECUTIVE SUMMARY

The Bureau of Indian Education is beginning a new chapter by improving its education service delivery through the BIE Strategic Direction (Direction). This Direction is a tool to transform BIE into the service-minded institution it should be to provide a high-quality education to our students. One focused on instilling the values of Excellence, Focus, Integrity, Respect, and Service throughout the agency to make sure students are provided a culturally relevant, high-quality education that prepares them with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow.

Visiting with students and staff in schools across Indian Country as well as with Tribal and education stakeholders revealed that while great work was taking place in many locations, the BIE lacked a common strategy for capitalizing on local efforts making a positive difference in peoples' lives. Nor did BIE have an effective tool to address unnecessary barriers for meeting our top priority – providing a quality education to our students. The Direction changes all that.

The Direction is based on the collaborative work of BIE staff, educators, Tribes and stakeholders across the country – those who understand the issues first-hand and have real solutions – to incorporate a strong theory of action that focuses efforts on achieving the most essential strategic goals:

- All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school;
- All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment;
- All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities;
- All students will graduate high school ready to think globally and succeed in postsecondary study and careers;
- All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination; and
- All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Taken together, these strategic goals are a step forward and represent the hard work of BIE staff, educators, Tribes, and stakeholders and their collective commitment to our students. The Direction provides a sound framework for improving student achievement; maximizing resources; providing targeted technical assistance to bureau operated and Tribally controlled schools; and establishing a means for supporting educators and staff while improving oversight and accountability through performance management.

While implementation is just beginning and there may be unanticipated issues along the way, the Direction is the launch of a new era for the BIE and provides the ability to address potential barriers as they develop. The BIE will continue the work to address obstacles as they arise while simultaneously expanding on successes as the BIE vision comes to fruition. The BIE is committed to upholding the treaty obligations to Indian Tribes through continuous improvement in how students, families and Tribes and their future generations are served. All are encouraged to take time to review the BIE Direction as it provides a unified process for improving education delivery for BIE students for the years to come.

INDIAN EDUCATION

HISTORICAL BACKGROUND

As part of the government-to-government relationship with Indian Tribes, the United States has a trust and treaty responsibility to provide eligible Indian students with a quality education that reflects the unique cultural, geographic, and socio-economic circumstances of Indian Country. The BIE serves as the principal government agency in upholding the United States' educational obligations to Indian Tribes and their eligible Indian students. As stated in Title 25 CFR Part 32.3, BIE's mission is to provide quality education opportunities from early childhood through life in accordance with a Tribe's needs for cultural and economic wellbeing, in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and sovereign governmental entities.

Historically there have been three major legislative actions aimed at improving the delivery of education to eligible Indian students.

- First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture in Bureau of Indian Affairs (BIA, now BIE) schools (until then it had been federal policy to acculturate and assimilate Indian people by eradicating their Tribal cultures through a boarding school system).
- Second, the Indian Self-Determination and Education Assistance Act of 1975 (P.L. 93-638) gave authority to federally recognized Tribes to contract with the BIA for the operation of Bureau-funded schools and to determine education programs suitable for their children.
- The Education Amendments Act of 1978 (P.L. 95-561) and further technical amendments (P.L. 98-511, 99-99, and 100-297) provided funds directly to Tribally operated schools, empowered Indian school boards, permitted local hiring of teachers and staff, and established a direct line of authority between the BIE Director and the Assistant Secretary – Indian Affairs.



INDIAN EDUCATION


Historical Background

The most recent reauthorization of the Elementary and Secondary Education Act, the Every Student Succeeds Act of 2015 (ESSA), includes several provisions to strengthen education for Indian students. BIE now is eligible for discretionary federal funding previously available only to states, including assistance for arts education and prevention and intervention programs for students who are neglected, delinquent or at-risk. ESSA promotes Tribal self-determination by authorizing coordination and collaboration between state education agencies, Tribal education agencies, local education agencies, and Tribes, to meet the culturally related academic needs of Indian students. States are also required to engage in meaningful Tribal consultation with Tribes in the development of Title I state plans.

In 2013, Secretaries of the Interior and Education convened the American Indian Education Study Group to develop a framework for transforming the internal organization of BIE. The reorganization of BIE resulted in realignment from a regional basis to a structure based on the types of schools serviced; namely, (1) Tribally controlled schools, (2) BIE operated schools, and (3) schools located in the Navajo Nation. Phase I also replaced Line Offices with Educational Resource Centers (ERCs). Phase II involved a realignment of additional support operations such as contracting, IT, and facilities functions to BIE and includes an expansion of the School Support Solutions Teams to include school operations staff.

IMPLEMENTATION OF THE DIRECTION

The BIE's Strategic Direction is designed to increase the ability of the agency to improve its services to Indian students by organizing management activities, setting priorities, ensuring efficient and effective utilization of staff and resources, working collaboratively with Tribes, school boards, employees and other stakeholders, and reassessing work completed and adjusting the Strategic Direction, as needed, in response to a dynamically changing environment.



To achieve transparent collaboration and coordination with Tribes, school boards, employees and other stakeholders, the BIE engaged in an intensive process of planning, stakeholder communication, input analysis, and incorporation of feedback.

Specifically, throughout 2017 BIE staff from all levels of the agency worked to prepare a Draft Strategic Plan Proposal designed to address the academic needs of Indian students and improve the Bureau's support and delivery of service to all BIE-funded schools. On October 17, 2017, early in the planning process, BIE initiated a series of meaningful and substantive Tribal consultation and listening sessions regarding the Draft Strategic Plan Proposal. The consultation sessions achieved the BIE's goal to engage and work collaboratively with Tribes, school boards, and other stakeholders and obtain their input and contributions. Upon conclusion of five Tribal consultation sessions and three listening sessions, the BIE began a process of substantive review and analysis of all submitted feedback and made significant edits and changes in light of the contribution of its Tribal partners.

WORK TIMELINE

SEPTEMBER 2013

The GAO conducted a review of BIE management practices and published its findings and recommendations in GAO-13-774—INDIAN AFFAIRS: Better Management and Accountability Needed to Improve Indian Education. Recommendation 4 directed the BIE to draft and implement a strategic plan with stakeholder input.

JANUARY 2017

The BIE Director and other senior leaders tasked Central Office staff with reviewing outstanding GAO recommendations and identifying work plans necessary to address recommendations and improve service delivery to Indian students.

FEBRUARY 2017

GAO released its High Risk Report (GAO-17-317—High Risk Series) designating BIE as a high risk agency. The Report highlighted unresolved recommendations including the implementation of a strategic plan.

MARCH 2017

Central Office staff reviewed existing strategic plan proposals and materials and initiated a collaborative effort to create a Draft Strategic Plan Proposal. As part of this work, Central Office staff coordinated with education partners, such as the Council for Chief State School Officers (CCSSO), to analyze strategic performance management tools and resources utilized by state education agencies.

APRIL 2017

BIE hosted its initial BIE staff strategic planning session convening local, regional, and Central Office personnel to begin outlining and planning a strategic plan framework.

MAY 2017

Following the initial BIE staff strategic planning session, Central Office staff refined input submitted during the session to create an initial framework for the Draft Strategic Plan Proposal. Specifically, Central Office staff established a draft vision statement, mission statement, core values statement, and identified goals based on feedback from session attendees.

JUNE 2017

BIE began working in partnership with U.S. Department of Education funded comprehensive centers — the Building State Capacity and Productivity (BSCP) Center with support from the West Comprehensive Center and previous support from the South Central Comprehensive Center — to further its work in transitioning from an initial strategic framework to a more defined Draft Strategic Plan Proposal to be shared with Tribes, school boards, and other stakeholders for solicitation of meaningful review and input.

JUNE-SEPTEMBER 2017

BIE hosted additional strategic planning sessions with BIE staff to identify strategies aligned to goals and establish a rigorous communications plan for sharing and soliciting feedback regarding the Draft Strategic Plan Proposal with internal and external stakeholders as well as a timeframe for formal Tribal consultation.

CONTINUED

WORK TIMELINE

○ OCTOBER 2017

BIE hosted informal listening sessions at National Indian Education Association (NIEA) and National Congress of American Indians (NCAI) events. During the listening sessions, BIE solicited and obtained substantive feedback and revised the Draft Strategic Plan Proposal accordingly. Additionally, BIE published formal notice for Tribal consultation in the Federal Register on October 14, 2017.

○ NOVEMBER 2017

BIE hosted two informal listening sessions at the Tribal Interior Budget Council (TIBC) meeting held in Washington, DC. BIE also began formal Tribal consultation on November 15, 2017 in Salem, Oregon and continued formal Tribal consultation on November 28, 2017 in Anadarko, Oklahoma.

○ DECEMBER 2017

BIE continued formal Tribal consultation on December 5, 2017 in Bismarck, North Dakota and completed the remainder of its in-person formal Tribal consultation sessions on December 12, 2017 in Albuquerque, New Mexico. A final formal Tribal consultation webinar was provided on December 14, 2017.

○ JANUARY 2018

Thirty days following the final Tribal consultation date of December 14, 2017, the deadline to provide feedback closed on January 13, 2018.

○ JANUARY-FEBRUARY 2018

BIE conducted a comprehensive analysis of all feedback and comments received through Tribal consultation. The BIE Director and other senior leaders reviewed the feedback analysis; finalized changes made in response to Tribal consultation comments and feedback; and approved the final vision statement, mission statement, core values statement, goals and strategies. Additionally, BIE leadership identified consultation comments and feedback to be incorporated into milestones and actions.

○ FEBRUARY 2018

BIE held two strategic planning sessions with school leaders, local and regional BIE staff as well as BIE Central Office personnel to identify milestones and actions, ensuring that all relevant Tribal consultation comments and feedback not incorporated in the vision statement, mission statement, core values statement, goals or strategies were incorporated in either milestones or actions. Additional milestones and actions necessary to effectively implement strategies and goals were also identified and incorporated into the Strategic Direction. Finally, BIE staff developed work strands and submitted suggested collaborative teams to carry out work identified for completion during Year One of implementation.

○ MARCH 2018

BIE Director and other senior leaders reviewed all milestones, actions, and recommended teams in order to identify and eliminate duplication and ensure effective coordination of effort. BIE then submitted the Strategic Direction to Department of the Interior leadership and GAO for review and approval.

○ APRIL-JUNE 2018

Central Office staff and its comprehensive center partners will work with each identified collaborative team to train, coordinate, and prepare to implement Year One work strands and performance management metrics associated with the Strategic Direction. Year One implementation begins on July 1, 2018, in conjunction with the 2018-2019 School Year.

IMPLEMENTATION OF THE DIRECTION


As BIE works to put the Strategic Direction into action it will provide Tribes, school boards, employees and other stakeholders a mid-cycle status update during Year Three of the implementation phase of the Strategic Direction. As part of its effort to execute mid- and long-term goals and strategies, the BIE will implement milestones and actions for Year One, with progress tracked and transparently reported through strategic performance management.



In addition, the BIE will utilize feedback from Tribal consultation in the implementation, tracking and reporting of milestones and actions for Year Two. Before July 1 of each year the BIE will evaluate its previous year's progress and:

- 1 | adjust planned milestones for the upcoming year, as necessary;
- 2 | identify necessary additional actions to complete milestones; and
- 3 | establish subsequent yearly milestones to support and expand existing work and identify new initiatives where necessary.

As part of each yearly evaluation of milestones and actions, the BIE will provide reporting information for Tribes, school boards, employees and other stakeholders to inform their feedback and input for the mid-cycle status update during Year Three. This process is intended to ensure transparent and ongoing collaboration and coordination with Tribes, school boards, employees and other stakeholders as future year milestones and actions are identified and implemented pursuant to the Strategic Direction's goals and strategies.



The BIE embraced the call for a new way of doing work



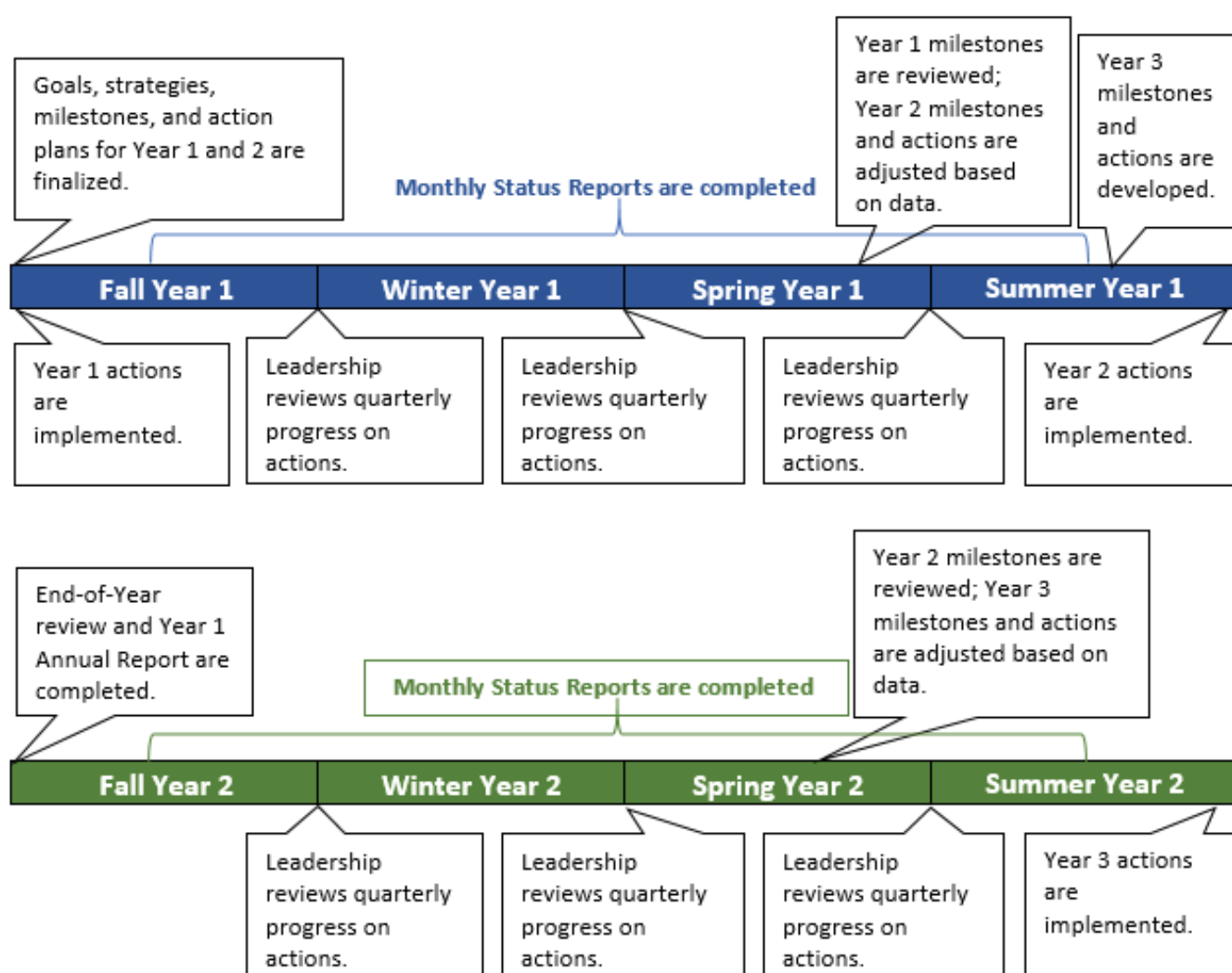
through a new strategic direction with a strong commitment to performance management and accountability to improve and enhance its education system to better serve students and Tribal communities.

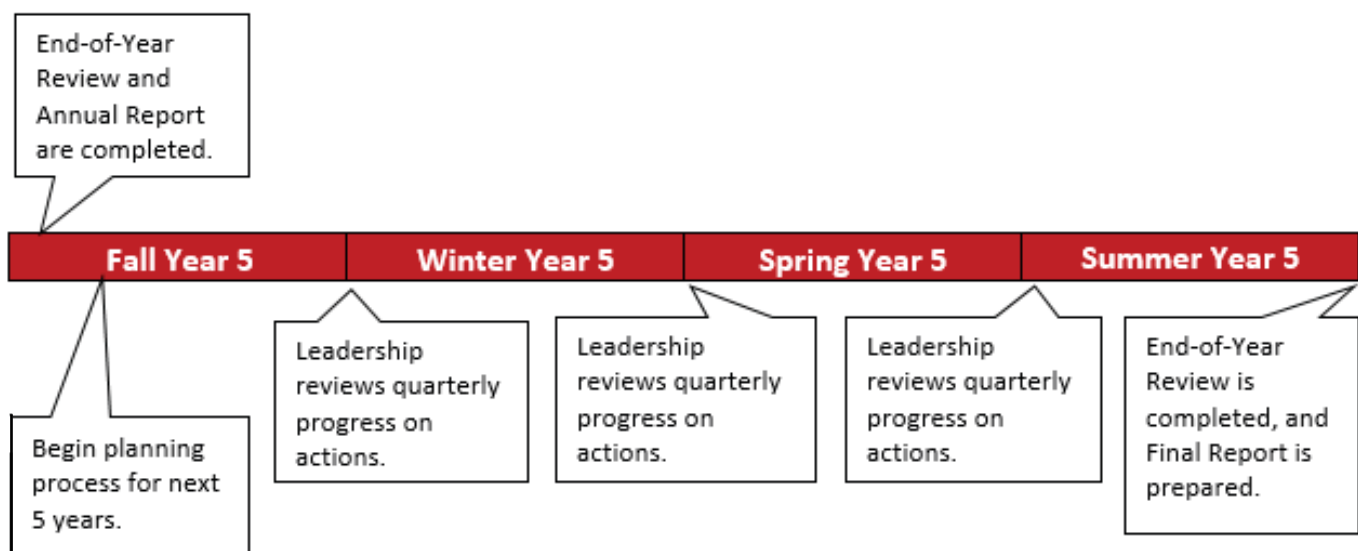
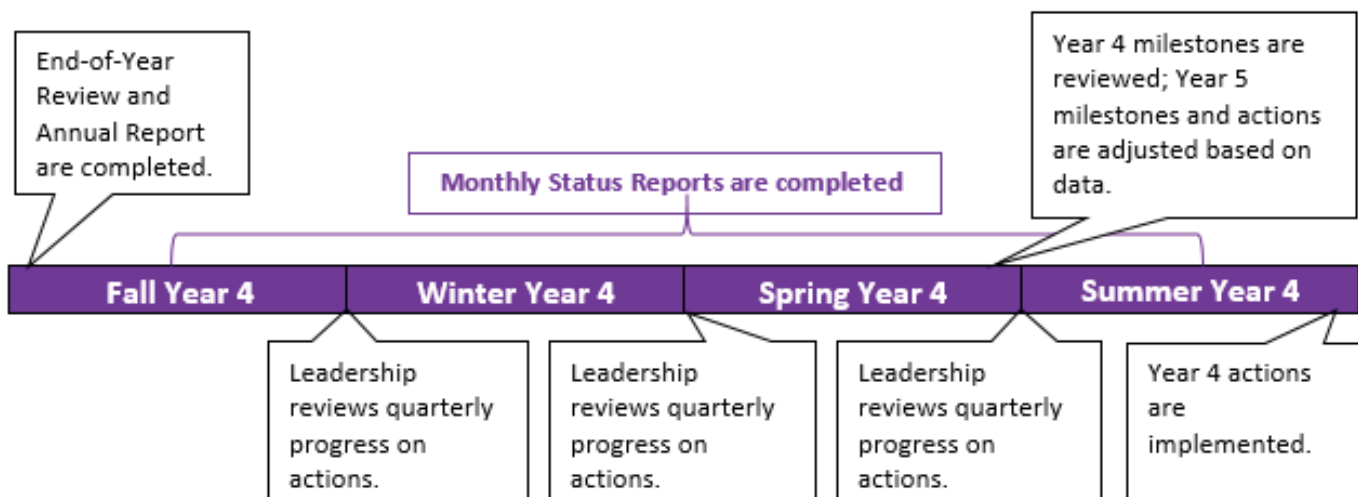
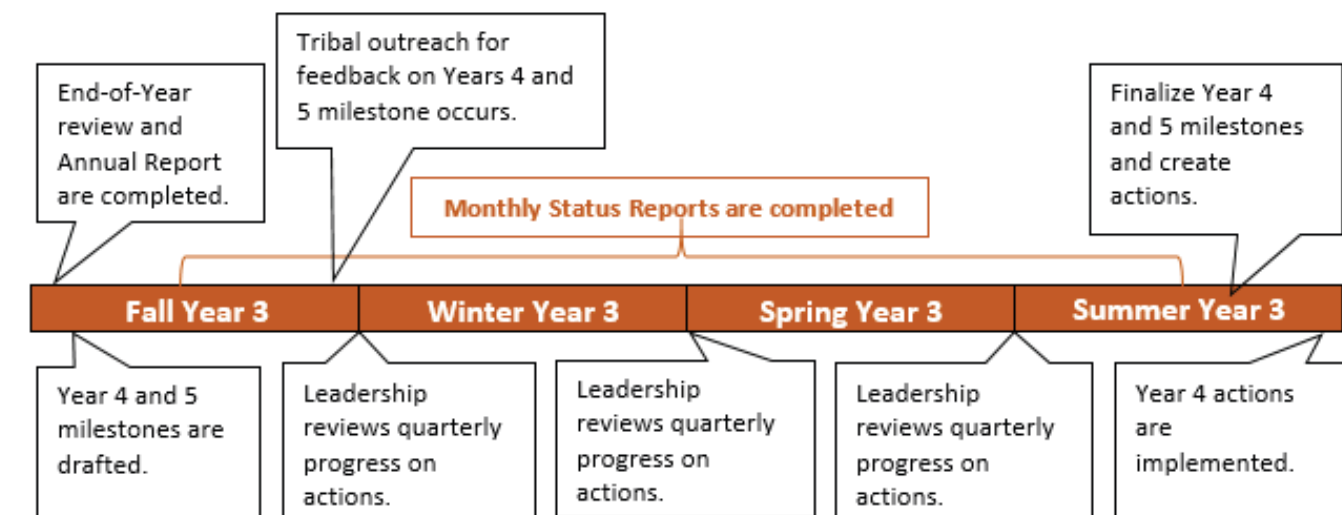
BIE staff at all levels of the organization, and across all divisions, will work in integrated teams to implement the Strategic Direction. Working in such a collaborative manner will overcome traditional silos and create a strong learning environment responsive to the needs of its students. Each team will report monthly regarding progress on actions. BIE senior leaders will use the data from monthly progress reports to make informed adjustments and/or to address noted challenges in a timely manner, keeping

the implementation process on track. Through the use of progress data, staff will be more responsive to the needs of students and Tribal communities.

STRATEGIC DIRECTION

TIMELINE





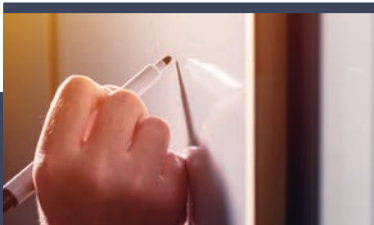
STRATEGIC DIRECTION

From March through September 2017, the BIE engaged in a strategic performance management process convening local, regional, and Central Office personnel to formulate a Draft Strategic Plan Proposal. Between October 2017 and January 2018, the Draft Strategic Plan Proposal was shared through listening sessions and Tribal consultation, where input, comments, and suggestions were gathered to strengthen the draft. The BIE then reconvened local, regional, and Central Office personnel to review and incorporate Tribal consultation input to finalize its Direction.

The BIE Strategic Direction is comprised of a Vision, Mission, set of Core Values, Goals and Strategies. The Vision, Mission and Core Values provide the foundation for the BIE to carry out its charge.



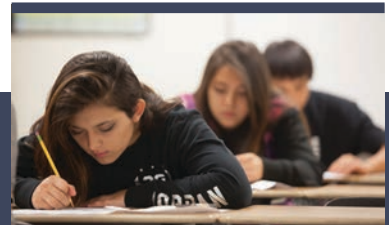
VISION



MISSION



CORE VALUES





VISION

The Bureau of Indian Education is the preeminent provider of culturally relevant educational services and supports provided by highly effective educators to students¹ at BIE-funded schools² to foster lifelong learning.

MISSION

The mission of the BIE is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.



CORE VALUES

BIE employees carry out the mission to achieve the vision through guiding organizational principles underpinning how the work of the BIE is successfully accomplished.

- **Excellence:** The BIE achieves success through continuous self-assessment and improvement.
- **Focus:** The BIE is student-centered, a commitment to addressing the holistic needs of students.
- **Integrity:** The BIE maintains high standards of character and professionalism as the foundation upon which the agency is built.
- **Respect:** The BIE fosters communities of support through mutual regard and collaboration.
- **Service:** The BIE supports students through proactive and responsive teamwork with schools, Tribes, and communities.

¹ Throughout the remaining document, the word “students” refers to any student attending a BIE-funded school.

² Throughout the remaining document, the word “schools” refers to BIE-funded schools, including colleges and universities.

STUDENT-FOCUSED

GOALS AND STRATEGIES

The goals are student-focused, aspirational and apply to all students attending BIE-funded schools. They address mission areas previously identified as needs based on data, past performance, and stakeholder input. These key elements remain constant over the plan's five years. Each goal is achieved through identified strategies. Each strategy is a theory of action to explicitly identify the BIE work, what is expected as a result of the work (change in educator practice) and the ultimate impact on student learning. This specificity leads to more effective implementation of the strategy and thus increases impact. Goals are viewed with strategies to better understand the plan and its desired results.

When...	<i>The practice we want to implement in pursuit of a student-focused goal</i>
then...	<i>The immediate impact on adult practice</i>
and...	<i>The long-term impact on student learning or behavior</i>

MISSION AREA:

1

HIGH-QUALITY, EARLY CHILDHOOD EDUCATION

GOAL 01

All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school.

When students enter kindergarten with pre-academic skills (e.g., having a large vocabulary, number sense) and social/emotional skills (e.g., being able to share, cooperate, listen) needed for learning, they have the confidence to engage, learn, and articulate their thoughts. Kindergarten readiness is not only about preparing students, but also supporting families and communities to engage in their child's education. This includes creating and supporting early learning settings that respect cultural and individual differences and collaborating with communities and partners to support families and early learning settings. Investing in early learning builds a strong future for students and their families.



HIGH-QUALITY, EARLY CHILDHOOD EDUCATION

STRATEGY 1.1

Establish Partnerships with Early Childhood Development Organizations

When the BIE partners with early childhood development organizations and Tribes to increase access and supports for high-quality, early childhood education, then barriers to accessing high-quality, early childhood education will be addressed, and all students will enter kindergarten academically, socially, and emotionally prepared to succeed in school.

Research has shown that collaboration with early childhood partners, such as families, family child care providers, Tribes, Head Start, early Head Start, Tribal colleges and universities, and public and private preschool programs have shown to impact the availability and quality of early childhood services and increase family and staff knowledge and skills on early learning. More children can have access to early learning experiences through strong partnerships focused on addressing the barriers to early childhood education. Partnerships can also improve the transition from preschool to kindergarten, so the experience is positive for both children and families.

STRATEGY 1.2

BIE Preschool Initiative

When the BIE establishes a BIE-funded, high-quality and culturally relevant preschool initiative, then families, communities and schools will use the additional early education opportunity for students, and all students will enter kindergarten academically, socially, and emotionally prepared to succeed in school.

There are possible funding mechanisms that might be available to fund a preschool initiative. Exploring this possibility could result in an additional source for preschool education for children in BIE-funded schools. The preschool initiative could be developed, piloted and then expanded to effectively implement and evaluate the initiative.



MISSION AREA:

2

WELLNESS, BEHAVIORAL HEALTH, AND SAFETY

GOAL 02

All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment.

The physical, mental, and emotional wellbeing of students is an end in its own right; it is a critical foundation for success. Access to school and community coordinated wellness supports and behavioral health services and supports for students and their families, including but not limited to, partnerships, training, and resources, is of utmost importance. Knowledge, skills, and behaviors of wellbeing, including self-advocacy skills, should be intentionally taught and reinforced by well-trained and supported principals, teachers, and school staff. Safe, secure learning environments that have routines in place to maintain student safety and reinforce pro-social behaviors are also an important component of meeting the wellness, behavioral health, and safety needs of students.

WELLNESS, BEHAVIORAL HEALTH, AND SAFETY

STRATEGY 2.1

Student Wellness

When the BIE develops programs and supports for student wellness, then schools will provide proactive programs and interventions that foster an encouraging and supportive environment, and all students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment.

With proactive supports and interventions, which address the holistic needs of student wellness, students can overcome challenges, increase resiliency, develop growth mindsets, and excel in their personal lives. The BIE will provide and implement proactive policies, practices, and supports which address the holistic needs of students. Individualized interventions and supports may include, but are not limited to, nutrition curriculum, exercise programs, and self-esteem building practices.

STRATEGY 2.2

Behavioral Health

When the BIE develops programs and supports for student behavioral health, then schools will implement a comprehensive behavioral health plan, programs and interventions that foster an encouraging and supportive environment, and all students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment.

Children and youth may be exposed to unique and challenging life experiences that can impact their short- and long-term behavioral health. The BIE needs policies and procedures in place to provide for student behavioral health needs. All staff members at every level of BIE need to be trained and prepared to support students and their families.

STRATEGY 2.3

Student Physical Health and Safety

When the BIE supports effective safety practices and interventions, then schools will implement programs and routines that support the safety of students, and all students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment.

Students learn best when they are safe and supported. A safe environment teaches students the skills and behaviors needed to keep themselves healthy and safe. A comprehensive approach to student safety includes building respect and understanding of other backgrounds, reducing bullying, using behavior data to identify and address the root cause of discipline issues, and partnering with families and the community on using consistent messaging to encourage healthy choices and positive safe behavior.

MISSION AREA:

3

K-12 INSTRUCTION AND HIGH ACADEMIC STANDARDS

GOAL 03

All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.

Students should continually grow and progress through each learning experience to graduate ready to succeed in postsecondary study and careers, including military service. This can only happen when students are provided engaging, high-quality instruction that is informed by student data and delivered through effective teaching practices. Instruction includes developing the fundamental skills for educational attainment and successful employment. Leaders, teachers, and staff are highly effective when collaborating on, engaging in, learning about, and utilizing a reflective improvement process can build a responsive learning program to address student needs so each student successfully progresses through school.



K-12 INSTRUCTION AND HIGH ACADEMIC STANDARDS

STRATEGY 3.1

Recruitment for Principals, Teachers, and Staff



When the BIE collaborates with schools to recruit, hire, and retain highly effective principals, teachers, and staff, including those from local communities, then schools will have the instructional leaders, teachers, and staff to provide highly effective, culturally relevant instruction, services, and supports, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.

Research has demonstrated that students in grades with high staff turnover score lower in English language arts and math, and staff turnover negatively affects the health and culture of the school learning environment. However, it is not only staff turnover that is impacting student success. School leadership is the second most important influence on student learning, surpassed only by the teacher. Principal, teacher, and staff recruitment has been a long-standing problem in BIE schools, as is retaining qualified people at all levels of BIE. To ensure students have the highest quality of education, it is imperative that the BIE supports an effective process to retain highly-effective principals, teachers, and staff at all BIE-funded schools.

STRATEGY 3.2

Develop and Mentor Principals, Teachers, and Staff



When the BIE institutes systems of professional learning and mentoring for principals, teachers, and staff, then principals, teachers, and staff will have the knowledge and skills necessary to provide highly effective, culturally relevant instruction, services, and supports, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.

Continuous learning is critical for principals, teachers, and staff to keep up-to-date with effective practices in education. Professional learning and mentorship promote development and growth for both new and veteran principals, teachers, and staff, increasing their knowledge and skills in providing high-quality instruction, services, and supports to all students.

K-12 INSTRUCTION AND HIGH ACADEMIC STANDARDS

STRATEGY 3.3

Standards-aligned Curricula



When the BIE provides guidance and supports to schools on utilizing standards-aligned curricula to develop rigorous instruction, then principals, teachers, and staff will implement standards-based instruction, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.

Standards help ensure a high level of learning for each student. Standards define what students need to know and do to successfully progress through school. A curriculum-aligned to adopted standards provides clear and consistent expectations for student learning at various levels throughout a comprehensive education program. Principals, teachers, and staff use standards-aligned curricula to guide instruction that is rigorous and meaningful for each student. Standards and aligned curricula are the building blocks for success beyond school.



STRATEGY 3.4

Curriculum-aligned Instruction



When the BIE provides guidance and supports to schools on utilizing curriculum-aligned instruction, then principals, teachers, and staff will implement high-quality, rigorous instruction and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.

Having a standards-aligned curriculum alone is not sufficient to ensure high-quality, rigorous instruction happens daily in every classroom in each school. Model lessons and resources based on a standards-aligned curriculum becomes the road map for instruction through which teachers and staff can facilitate learning and application of learned skills in meaningful ways to improve student performance.

K-12 INSTRUCTION AND HIGH ACADEMIC STANDARDS

STRATEGY 3.5

Assessments



When the BIE provides guidance and supports to schools on utilizing assessments during instruction and at the end of instructional units, courses, or grades, then principals, teachers, and staff will use data to adjust instruction and provide interventions to better meet the needs of individual students, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.

Monitoring student progress is a critical part of responsive instruction. Some assessments are used to provide ongoing feedback on student learning during instruction. The data help students understand their strengths and weaknesses and areas that need work, while also helping teachers and staff know where students are struggling so immediate help can be given. Other assessments are used to evaluate student learning at the end of a unit or against a specific standard or benchmark. The summative data are used to guide teaching and learning in subsequent courses, grades, or levels year to year. Both are needed to ensure students are getting the instruction and supports needed to successfully progress and graduate from high school.

STRATEGY 3.6

Personal Competencies (see Glossary)



When the BIE provides services and supports on personal competencies, then principals, teachers, and staff will provide opportunities for students to learn and practice personal competencies in a variety of settings including, but not limited to, classrooms, communities, and residential living, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.

Personal competencies are related sets of skills and knowledge that are fundamental to education and employment success. Personal competencies include, but are not limited to, prior knowledge, persistence in learning, the ability to set personal goals, make responsible decisions, and a sense of self-worth and respect for others. Teachers and staff help students develop personal competencies through positive relationships with students and families and using multiple instructional modes to scaffold learning. Students need to develop both academic knowledge and skills and personal competencies to be successful in postsecondary study and careers.

K-12 INSTRUCTION AND HIGH ACADEMIC STANDARDS

STRATEGY 3.7

Strengthen Family-School-Community Connections



When the BIE provides services and supports to strengthen family-school-community connections from pre-kindergarten through postsecondary education, then there will be more opportunities for parents, primary caregivers, and communities to engage in their child's learning as their first and most influential teacher, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.

Families and primary caregivers first and foremost influence a student's cognitive and social development and wellbeing. Research has shown that when family practices are aligned with educational expectations and family supports, a student's learning capabilities and developmental skills improves. Strengthening the family-school-community connections can result in positive learning experiences and better transitions for students to progress successfully through school.

STRATEGY 3.8

School Improvement



When the BIE implements a responsive system of school technical assistance and support, then schools will effectively implement school improvement plans and increase the quality of instruction, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.

Providing a high-quality education to students requires BIE to work collaboratively with schools to continuously improve. Continuous school improvement requires identifying the most essential components of educational service delivery, including but not limited to, identification of best practices, needs assessments, prioritization of needs, data-driven decision-making, and examining effective methods for school structuring.



MISSION AREA:

4

POSTSECONDARY AND CAREER READINESS

GOAL 04

All students will graduate high school ready to think globally and succeed in postsecondary study and careers.

Successful completion of high school opens doors to a variety of opportunities for each student including college, university, technical school, vocational certification, military service, and competitive employment. Students need to be equipped with the knowledge, skills, and tools to pursue their interests and aspirations, and meaningfully contribute to their communities. Students and their families also need support in career planning and navigating the transition from secondary to postsecondary learning and employment. Providing strong career planning and guidance, challenging learning opportunities that include advanced placement and vocational/industry certifications, and services that align graduation with postsecondary opportunities will result in students succeeding in the opportunities of tomorrow.

POSTSECONDARY AND CAREER READINESS

STRATEGY 4.1

Postsecondary Support and Transition

When the BIE, in collaboration with colleges and universities, aligns and supports high school graduation and postsecondary entry requirements and provides transition supports to students, then schools will implement a seamless system of support that bridges K-12 and postsecondary career planning and student self-advocacy, and all students will graduate from high school ready to think globally and succeed in postsecondary study and careers.

Graduating from high school and moving on to postsecondary study is a big transition for students. Students need to be prepared for the transition by having the prerequisite skills needed to enter college, universities, or technical schools. Far too many times students enter this next phase of learning needing remediation or lacking personal competencies to pursue their goals. If BIE aligns graduation requirements with postsecondary entry requirements, students will be more prepared. In addition, providing support for goal setting, developing financial skills, effective career planning, and developing self-advocacy can improve students' transition to postsecondary study.

STRATEGY 4.2

Career Readiness

When the BIE provides professional learning, expanded student learning opportunities, and responsive supports and interventions, then K-12 schools will provide more expansive rigorous learning opportunities that foster high school graduation and prepare students to become leaders in their communities and Tribal governments, and all students will graduate from high school ready to think globally and succeed in postsecondary study and careers.

Postsecondary study is not the only option for students once they graduate high school. Preparing students to enter the workforce with the skills needed for current and future employment is also critical to student success. When students are engaged in work-based learning experiences, they develop and apply communication, problem-solving, collaboration, and other employability skills in a supportive rigorous learning environment. Work-based learning experiences also increase student engagement because the learning experiences align with student interests and aspirations. When students are prepared for careers, they are more likely to contribute positively to their communities and Tribal governments.

POSTSECONDARY AND CAREER READINESS

STRATEGY 4.3

Engagement

- When the BIE promotes student, family, and community engagement on education pathways based on student interests and aspirations, then schools will engage students, families, and communities in setting goals and tracking progress, and all students will graduate from high school ready to think globally and succeed in postsecondary study and careers.

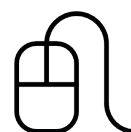
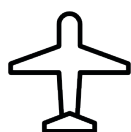
Families and Tribal communities are critical to creating a support network for student engagement and success. Schools, families, and Tribal communities can form a strong partnership to support a student succeeding along his or her education and career pathway. The BIE can promote such partnerships through communication, professional learning, and services that strengthen the relationships, knowledge, and skills of school staff, families, and Tribal communities so students have the supports needed to successfully move along their pathway to graduation and postsecondary study or employment.

STRATEGY 4.4

Colleges and Universities

- When the BIE leverages Haskell Indian Nations University and Southwestern Indian Polytechnic Institute as options for postsecondary education and partners with Tribal colleges and universities, then students, families, and communities will have multiple pathways for postsecondary education, and all students will graduate from high school ready to think globally and succeed in postsecondary study and careers.

Pathways from K-12 schools to Tribal colleges and universities may include transition services, financial services, and recruitment/retention strategies. When Tribal colleges and universities build bridges to K-12 schools, students increase their awareness of opportunities that exist beyond high school, and families and communities will be empowered with knowledge to help students make decisions about their future.



MISSION AREA:

SELF-DETERMINATION

GOAL
05

All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

Tribes exercise self-determination through a process of self-governance, which includes a nation's right to freely determine its social, economic, political and cultural future. Self-determination is a critical part of student education because it builds the capacity of each Tribe to address the educational needs of their students and builds future leaders and members to advocate for and sustain self-determining independence. Collaborative partnerships between the BIE and Tribes create the conditions and capacity needed to build culturally relevant and rigorous learning experiences to support students in developing the knowledge, skills, and behaviors needed to lead their sovereign nations.



SELF-DETERMINATION

STRATEGY 5.1

Native Language and Culture

- When the BIE partners with and supports Tribes in their efforts to revitalize and maintain cultures and languages, then schools will support Tribal efforts to teach and maintain cultures and languages, and all students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

It is critical that students embrace and learn their Native languages and cultures. Native language builds cultural identity, respect and value of Indian history, beliefs, traditions, and social habits. Including Native languages and cultures in everyday learning experiences builds knowledge and skills to support the future of Tribal nations.

STRATEGY 5.2

Educational Self-Determination

- When the BIE, in partnership with Tribes, allocates resources and supports needed to implement effective educational programs, then Tribes will have resources and supports to oversee and implement successful educational programs which contribute to the future of their sovereign nations, and all students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

Building the capacity of Tribes to oversee an effective education program for each student is critical to student success. Matching the capacity building supports and resources to specific identified needs will ensure that the supports are relevant and meaningful within the context of each Tribe and its students. The BIE will work with Tribes to identify needs, provide resources and supports matched to needs, and determine if the resources and supports are effective in addressing needs. Having processes in place to continually define and refine resources and supports will sustain Tribal self-determination in overseeing school improvement and student learning.

SELF-DETERMINATION

STRATEGY 5.3

Support Tribal Education Capacity Building

- When the BIE implements an effective system of support aligned to the education needs of Tribally controlled schools, then Tribes will have the capacity to effectively oversee and support their BIE-funded schools in providing high-quality education to their students, and all students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

Matching the capacity-building supports and resources to specific identified needs will ensure that the supports are relevant and meaningful within the context of each Tribe and its students. The BIE will work with Tribes to identify needs, provide supports matched to needs, and determine if the supports are effective in addressing needs.



STRATEGY 5.4

Student Sovereignty

- When the BIE, in partnership with Tribes, supports education needed to increase students' knowledge of Tribal sovereignty, then students will have supports needed to help them become contributing members of Tribal communities and all students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

Tribal self-determination is an important concept for students to understand. As students become partners in their own education they will develop skills necessary to become contributing members of their communities. Students need to see themselves as being part of the community and have the knowledge, experiences and training to make decisions that apply to themselves and their community.

MISSION AREA:**PERFORMANCE
MANAGEMENT****GOAL****06**

All students will benefit from an education system that is effective, efficient, transparent, and accountable.

In order to realize its vision and accomplish its mission, the BIE must transform itself into an agile, responsive organization that provides resources, direction, and services to Indian students. To this end, BIE needs to effectively implement policies and procedures, advocate for needed resources, build strong collaborative relationships, and maintain effective communication. Accountability, data-informed decision-making, progress monitoring, and making timely adjustments are just a few of the practices that need to be systematically implemented to build and sustain an effective, responsive education system.



PERFORMANCE MANAGEMENT

STRATEGY 6.1

Employee System of Support

When the BIE develops and implements an employee system of support that includes policies, best practices, and data, then all staff will have the capacity to proactively provide services to students, schools, and Tribes, and all students will benefit from an education system that is effective, efficient, transparent, and accountable.

An organization is only as good as its employees. The BIE needs to not only provide a relevant and supportive orientation process, but it also needs to provide continuous professional learning so employees have the most up-to-date knowledge and skills. A system of support with consistent relevant policies, procedures, and supports builds the capacity of the BIE to carry out its mission.

STRATEGY 6.2

Data-driven Decision-Making

When the BIE develops a comprehensive data management system, then accurate data will be used to improve education services and supports, and all students will benefit from an education system that is effective, efficient, transparent, and accountable.

Sound decision-making requires reliable, valid, and timely data that is easily accessible across the educational system. Accurate data are not only needed to meet reporting requirements, but are also used to determine needs, select effective practices, and determine if practices are getting the desired results. How will we know if we are implementing our Strategic Direction and having a positive impact on students, families, schools, and Tribes if we do not have accurate data? A strong data system with a decision-making process utilizing the data needs to be in place so the BIE, schools, and Tribes can make informed decisions to improve the quality of education for students.



PERFORMANCE MANAGEMENT

STRATEGY 6.3

Communication

- When the BIE establishes clear, consistent communication processes that model and facilitate multilateral, reciprocal communication, then all stakeholders will have up-to-date reliable information and an avenue for timely input to assist BIE in providing effective leadership and supports to improve education, and all students will benefit from an education system that is effective, efficient, transparent, and accountable.

Effective communication is critical to any organization and impacts every facet of its work. Effective communication sets clear expectations and builds strong relationships both within and across organizations. The BIE is committed to putting a strong communication process in place, one that encourages and facilitates multilateral, reciprocal communication with all employees and stakeholders. Opening effective channels of communication in a systemic way can improve performance, lead to new ways of thinking, and encourage innovative problem solving to improve student learning.

STRATEGY 6.4

Accountability

- When the BIE develops and implements a comprehensive system for a BIE accountability plan that includes policies, best practices, and data, then BIE will be equipped to ensure that its responsibilities are being fulfilled effectively and efficiently, and all students will benefit from an education system that is effective, efficient, transparent, and accountable.

When a school, district or overall education system has a strong culture of continuous improvement with accountability processes, measures and supports, improvement of the staff, students, and the organization itself is supported and embraced as an everyday routine. A comprehensive system includes aligned policies, effective practices, routine examination of data, and focused action with supports that integrates improvement efforts from external and internal stakeholders. This can result in rapid school improvement which results in improved student outcomes.

STRATEGY 6.5

Facilities

- When the BIE, in partnership with its Indian Affairs partners, supports effective facilities management, then schools will provide students with a quality and safe learning environment, and all students will benefit from an education system that is effective, efficient, transparent and accountable.

The learning environment has a significant impact on student learning and staff recruitment and retention. It is crucial that every school is a safe, positive environment that provides rich learning experiences for all students. This strategy emphasizes the importance of maintaining, repairing, and rebuilding BIE and Tribally controlled schools through strong inter- and intra-agency coordination, collaboration and communication.



MILESTONES

AND ACTIONS

"Vision without action is just a dream, action without vision just passes the time, and vision with action can change the world."

Nelson Mandela

The critical part of a strategic plan is how the direction is operationalized in the everyday work of all throughout the organization. Milestones representing a year's work and actions, which are the incremental steps to complete a milestone, have been developed for the first two years of implementation based on input gathered through Tribal consultation. Some Year Two milestones require additional actions to be developed prior to Year Two of implementation. Before July 1 of each year the BIE will evaluate its previous year's progress and: (1) adjust planned milestones for the upcoming year, as necessary; (2) identify necessary additional actions to complete milestones; and (3) establish subsequent yearly milestones to support and expand existing work and identify new initiatives where necessary. This performance cycle emphasizes planning, while providing the flexibility to make adjustments based on progress and changing needs.

MILESTONES AND ACTIONS

MISSION AREA: HIGH-QUALITY, EARLY CHILDHOOD EDUCATION

Goal 1. Strategy 1.1. Milestones and Actions

Year One

Milestone 1.1.1. The BIE has conducted a feasibility review of early childhood education organizations to establish potential partnerships and developed a plan for implementation.

Action 1.1.1.1 Create an inventory of potential partners by category of topics, e.g. facilities, standards and curriculum, professional learning, and funding, etc.

Action 1.1.1.2 Evaluate inventory and prioritize potential partners based on services they can provide to support BIE preschool initiative.

Action 1.1.1.3. Review partnerships quarterly to determine benefits to BIE.

Action 1.1.1.4. Draft, finalize, and publish list/plan based on quarterly reviews for formalizing partnerships in Year Two.

Year Two

Milestone 1.1.2. The BIE has established partnerships based on the feasibility review.

Action 1.1.2.1. Prioritize partnerships with Tribes/states for housing programs where gaps persist and identify top three partners.

Action 1.1.2.2. Partner with Tribes, FACE, Head Start, Early Head Start, IHS, and public schools to expand services rather than create a duplicative program based on a needs assessment and prioritization.

Action 1.1.2.3. Analyze Tribal models to replicate current effective programs, e.g., Potawatomi pre-kindergarten model.

Action 1.1.2.4. Create a task force to determine funding eligibility and apply for funds or look at partnerships at Tribal/local level.

Goal 1. Strategy 1.2. Milestones and Actions

Year One

Milestone 1.2.1. The BIE has researched the necessary resources and partnerships for developing a high-quality and culturally relevant early childhood framework.

Action 1.2.1.1. Research resources and partnerships, including report and feasibility of early childhood behavior health assessments.

Action 1.2.1.2. Analyze, review and produce findings for dissemination.

Action 1.2.1.3. Conduct outreach to stakeholders and report findings and gather feedback to be incorporated into comprehensive plan for Year Two.

Action 1.2.1.4. Draft, finalize, and publish list/plan based on quarterly reviews for formalizing partnerships in Year Two.

MILESTONES AND ACTIONS

Milestone 1.2.2. The BIE has developed and administered a plan to implement a system for identifying all children (zero to five years) for developmental delays or possible disabilities.

Action 1.2.2.1. Create an inventory of valid and reliable screening instruments by category of topics, e.g. Tribal screening information, behavioral health, socio-emotional, cognitive, motor/physical, and language needs for professional learning, culturally relevant, etc.

Action 1.2.2.2. Evaluate inventory and select screener to provide support for student needs in a BIE preschool initiative.

Action 1.2.2.3. Determine existing screening services and write a culturally relevant screening guide for supporting entrance into preschool initiative.

Milestone 1.2.3. The BIE has researched and developed a plan to support professional learning for the BIE early childhood workforce.

Action 1.2.3.1. Research professional learning best practices and resources as well as identify needs through analysis of the feasibility review (Strategy 1.1).

Action 1.2.3.2. Prioritize professional learning services and resources based on identified needs.

Action 1.2.3.3. Determine and write a professional learning plan.

Milestone 1.2.4. The BIE has reviewed early childhood standards, curriculum, developmentally-appropriate practices, and assessments that are culturally relevant for adoption in a preschool initiative.

Action 1.2.4.1. Research early childhood standards, curriculum, developmentally appropriate practices, and assessments that are culturally relevant as well as identify needs through analysis of the feasibility review (Strategy 1.1).

Action 1.2.4.2. Prioritize early childhood standards, curriculum, developmentally appropriate practices, and assessments based on identified needs.

Action 1.2.4.3. Determine and adopt early childhood standards, curriculum, developmentally appropriate practices, and assessments.

Milestone 1.2.5. The BIE has researched kindergarten readiness assessments and developed a plan to allow teachers to measure each child's school readiness to assist in transition.

Action 1.2.5.1. Research and review valid and reliable entry assessments utilized by Tribes, states, districts, schools, and programs, as available.

Action 1.2.5.2. Evaluate assessments to determine applicability for the BIE that ensures readiness for school.

Action 1.2.5.3. Determine and write a kindergarten assessment plan.

MILESTONES AND ACTIONS

Year Two

Milestone 1.2.6. The BIE has developed a comprehensive plan for a high-quality and culturally relevant early childhood initiative, including proposals for resources and funding for facilities, and programmatic development, as well as supports for existing early childhood programs.

Actions to be developed.

Milestone 1.2.7. The BIE has evaluated the system and implemented best practices and reforms as needed.

Action 1.2.7.1. Identify training opportunities.

Action 1.2.7.2. Identify programs.

Milestone 1.2.8. The BIE has piloted and evaluated the professional learning initiative.

Actions to be developed.

Milestone 1.2.9. The BIE has developed a plan to implement standards, curriculum, developmentally-appropriate practices, and assessments that are culturally relevant.

Action 1.2.9.1. Review of WIDA data.

Action 1.2.9.2. Standards include cultural relevancy.

Action 1.2.9.3. Review standards (1.e., NAEYC, HHS).

Action 1.2.9.4. Include families in assessments.

Action 1.2.9.5. Transition plans for students.

Milestone 1.2.10. The BIE will implement kindergarten readiness assessments in all BIE kindergarten programs.

Actions to be developed.

MISSION AREA: WELLNESS, BEHAVIORAL HEALTH, AND SAFETY

Goal 2. Strategy 2.1. Milestones and Actions

Year One

Milestone 2.1.1. BIE has a comprehensive wellness, behavioral health and safety report that includes the current status of student wellness programs, policies, practices, and resources as well as potential barriers for BIE-funded schools.

Action 2.1.1.1. Collect, review, and analyze current wellness policies and standards.

Action 2.1.1.2. Define and identify specific wellness indicators based on culturally relevant current research and best practices.

MILESTONES AND ACTIONS

Action 2.1.1.3. Summarize results, prepare report section, and recommend BIE wellness policy changes based on report findings.

Action 2.1.1.4. Consolidate and finalize comprehensive report.

Milestone 2.1.2. BIE has developed the wellness component of a comprehensive wellness, behavioral health, and safety tool-kit.

Action 2.1.2.1. Develop wellness component of the self-assessment for school/site use.

Action 2.1.2.2. Develop wellness component template for BIE-funded schools.

Action 2.1.2.3. Provide guidance on how to develop wellness component of a comprehensive school/site plan.

Action 2.1.2.4. Consolidate and finalize comprehensive report.

Year Two

Milestone 2.1.3. BIE has incorporated the wellness indicators into the school/site improvement planning process.

Action 2.1.3.1. Develop a communication plan and roll-out strategy for all levels of the BIE.

Action 2.1.3.2. Schools/sites administer wellness, behavioral health and safety self-assessment as part of the school improvement planning process.

Action 2.1.3.3. Provide technical assistance and support to schools/sites.

Action 2.1.3.4. Collect, organize, and analyze the results.

Action 2.1.3.5. Prepare staff to provide high-quality feedback. Staff provide feedback on school improvement plan for decision-making at schools/sites.

Goal 2. Strategy 2.2. Milestones and Actions

Year One

Milestone 2.2.1. BIE has developed the behavioral health component of a comprehensive wellness, behavioral health and safety tool kit.

Action 2.2.1.1. Develop behavioral health component of the self-assessment for school/site use: training and professional development, services and resources currently available, and national, regional, and local partnerships.

Action 2.2.1.2. Develop behavioral health component template for BIE-funded schools.

Action 2.2.1.3. Provide guidance on how to develop behavioral health component of a comprehensive school/site plan.

Action 2.2.1.4. Establish protocols for addressing behavioral health issues.

Action 2.2.1.5. Include summary of ASCA school counseling model.

Action 2.2.1.6. Establish a de-stigmatization campaign.

Action 2.2.1.7. Develop strategies for schools to coordinate outreach programs for families and communities.

MILESTONES AND ACTIONS

Milestone 2.2.2. BIE has identified and/or developed behavioral health trainings specific to all levels of BIE (from school level to Central Office).

Action 2.2.2.1. Review and analyze training, professional development, services, and resources currently available.

Action 2.2.2.2. Identify national and regional partners from federal and Tribal agencies who can provide behavioral health training, support, and services to BIE-funded schools.

Action 2.2.2.3. Identify training needs, topics, (e.g., suicidal ideation crisis intervention, SCAN, basic counseling, bullying, trauma and resiliency models, RTI, etc.) and associated participants.

Year Two

Milestone 2.2.3. BIE has incorporated the behavioral health indicators into the school/site improvement planning process.

Action 2.2.3.1. Develop a communication plan and roll-out strategy for all levels of the BIE.

Action 2.2.3.2. Schools/sites administer wellness, behavioral health and safety self-assessment as part of the school improvement planning process.

Action 2.2.3.3. Provide technical assistance and support to schools/sites.

Action 2.2.3.4. Collect, organize, and analyze the results.

Action 2.2.3.5. Prepare staff to provide high-quality feedback. Staff provide feedback on school improvement plan for decision-making at schools/sites.

Milestone 2.2.4. BIE has developed a therapeutic school model.

Action 2.2.4.1. Research therapeutic school models and best practices.

Action 2.2.4.2. Develop and identify specific components that schools can adopt.

Action 2.2.4.3. Provide trauma-informed curriculum for all grade levels and postsecondary, including potential pre-K initiative.

Action 2.2.4.4. Provide trauma-informed teaching practices for all grade levels and postsecondary, including potential pre-K initiative.

Action 2.2.4.5. Provide training and professional development.

Milestone 2.2.5. BIE has provided behavioral health trainings specific to all levels of BIE.

Action 2.2.5.1. Provide suicidal ideation recognition and prevention training for superintendents, principals, teachers, faculty, students, and support staff (e.g., residential staff, food service, transportation).

Action 2.2.5.2. Establish an updated and effective Memoranda of Understanding between BIE and partners.

MILESTONES AND ACTIONS

Goal 2. Strategy 2.3. Milestones and Actions

Year One

Milestone 2.3.1. BIE has developed the physical health and safety component of a comprehensive wellness, behavioral health and safety tool kit.

Action 2.3.1.1. Develop physical health and safety component of the self-assessment for school/site use.

Action 2.3.1.2. Develop physical health and safety component template for BIE-funded schools.

Action 2.3.1.3. Provide guidance on how to develop physical health and safety component of a comprehensive school/site plan.

Year Two

Milestone 2.3.2. BIE has incorporated the physical health and safety indicators into the school/site improvement planning process.

Action 2.3.2.1. Develop a communication plan and roll-out strategy for all levels of the BIE.

Action 2.3.2.2. Schools/sites administer wellness, behavioral health and safety self-assessment as part of the school improvement planning process.

Action 2.3.2.3. Provide technical assistance and support to schools and sites.

Action 2.3.2.4. Collect, organize, and analyze the results.

Action 2.3.2.5. Prepare for staff's high-quality feedback on school improvement plan for decision-making at schools/sites.

MISSION AREA: K-12 INSTRUCTION AND HIGH ACADEMIC STANDARDS

Goal 3. Strategy 3.1. Milestones and Actions

Year One

Milestone 3.1.1. The BIE has conducted a joint study with interested Bureau operated schools, Tribally controlled schools and Tribal education departments identifying and addressing barriers to community members serving as principals, teachers, and staff.

Action 3.1.1.1. Review ongoing Bureau-wide human capital study.

Action 3.1.1.2. Expand study to include at a minimum lack of housing, transportation, salaries, incentives and infrastructure.

Action 3.1.1.3. Compile and create report of study results.

Action 3.1.1.4. Disseminate the study results.

MILESTONES AND ACTIONS

Milestone 3.1.2. The BIE has formalized a recruiting process to attract highly effective principals, teachers, and staff.

Action 3.1.2.1. Collect data from schools on existing recruiting processes; identify potential protocols for recruitment.

Action 3.1.2.2. Identify local resources – teacher education programs, relationships with local colleges, Tribal colleges, Job Corps, AmeriCorp, Teach for America, etc.

Action 3.1.2.3. Develop a recruiting calendar (career fairs) – internal Bureau and outside community.

Action 3.1.2.4. Research alternative certification in individual states, develop paraprofessional pipeline.

Action 3.1.2.5. Develop guidance on incentives and how to effectively utilize supplemental funding.

Action 3.1.2.6. Dissemination of recruiting and incentive guidance.

Year Two

Milestone 3.1.3. The BIE has reviewed, developed and/or revised guidance on how to effectively utilize federal funds to hire highly effective principals, teachers, and staff and provided support to implement guidance.

Actions to be developed.

Milestone 3.1.4. The BIE has developed guidance on how to retain highly effective principals, teachers, and staff.

Actions to be developed.

Goal 3. Strategy 3.2. Milestones and Actions

Year One

Milestone 3.2.1. The BIE has researched professional development framework which leads to continuous learning opportunities and/or credentialing for individual principals, teachers and paraprofessionals.

Action 3.2.1.1. Identify individual school programmatic needs.

Action 3.2.1.2. Identify possible credentialing partnerships.

Action 3.2.1.3. Identify possible organizations and memberships to promote professional learning and collaboration.

Action 3.2.1.4. Identify state certification requirements.

Action 3.2.1.5 Expand NBCT programs for teachers, librarians and counselors.

Milestone 3.2.2. The BIE has partnered with local Tribes, Tribal Education Departments, and Tribal colleges to establish an ongoing professional development program regarding local cultural competency for the Tribes served by respective BIE employees.

MILESTONES AND ACTIONS

Action 3.2.2.1. Identify basic tenets of a good cultural competency framework.

Action 3.2.2.2. Review data regarding existing cultural/language programs.

Action 3.2.2.3. Develop and implement cultural competency professional development program.

Action 3.2.2.4. Strengthen relationship with local Tribal resources – including Tribal colleges, Tribal councils and Tribal community members.

Action 3.2.2.5 Implement professional development regarding trauma informed education.

Year Two

Milestone 3.2.3. The BIE has developed and implemented a standardized induction framework for (1) principals, (2) teachers, and (3) paraprofessionals.

Actions to be developed.

Milestone 3.2.4. The BIE has implemented an ongoing principals, teachers, and staff mentorship program.

Actions to be developed.

Goal 3. Strategy 3.3. Milestones and Actions

Year One

Milestone 3.3.1. The BIE has identified an evaluation process to identify school utilization of standards-aligned curricula.

Action 3.3.1.1. Identify process and scope of evaluation.

Action 3.3.1.2. Conduct evaluation of current school utilization of standards-aligned curricula as well as Native-centric curricula.

Milestone 3.3.2. The BIE has conducted an inventory of aligned CTE programs in Bureau Operated and Tribally controlled schools

Action 3.3.2.1. Inventory of existing programs in schools.

Action 3.3.2.2. Develop business and community partnerships.

Action 3.3.2.3. Assess students' academic and career interests.

Action 3.3.2.4. Establish a plan to assist students achieving their identified academic and career goals.

Year Two

Milestone 3.3.3. The BIE has developed standardized guidance in utilizing standards-aligned curricula.

Actions to be developed.

Milestone 3.3.4. The BIE has developed standardized support process in utilizing standards-aligned curricula.

Actions to be developed.

MILESTONES AND ACTIONS

Goal 3. Strategy 3.4. Milestones and Actions

Year One

Milestone 3.4.1. The BIE has developed standardized guidance to incorporate culturally responsive curriculum-aligned instruction.

Action 3.4.1.1. Research models of collaboration with community experts and develop partnerships.

Action 3.4.1.2. Research and review of existing Native-centric curricula and models.

Action 3.4.1.3. Conduct an evaluation of the school utilization of curriculum-aligned instruction.

Action 3.4.1.4. Analyze and synthesize the cultural understandings (knowledge, beliefs and values) that are the basis of curricular development.

Action 3.4.1.5. Develop guidance in incorporating cultural responsiveness to the general curriculum at varying levels of competency.

Action 3.4.1.6. Develop a directory of Native-centric resources for schools to utilize.

Year Two

Milestone 3.4.2. The BIE has developed standardized support process in utilizing a curriculum-aligned instruction.

Actions to be developed.

Goal 3. Strategy 3.5. Milestones and Actions

Year One

Milestone 3.5.1. The BIE has inventoried and researched current field practices and best practices in relation to instructional formative and summative assessment utilization.

Action 3.5.1.1. Develop inventory instrument for schools.

Action 3.5.1.2. Create inventory dissemination plan, disseminate inventory to schools.

Action 3.5.1.3. Research best practices around instructional assessments.

Action 3.5.1.4. Analyze inventory results.

Action 3.5.1.5. Develop and provide guidance regarding formative and summative assessments, including instructional practice and student intervention/enrichment.

Year Two

Milestone 3.5.2. The BIE has strengthened data literacy knowledge in the field (leadership, teacher and student/parent levels) in relation to curriculum standards-based assessments.

Actions to be developed.

MILESTONES AND ACTIONS

Goal 3. Strategy 3.6. Milestones and Actions

Year One

Milestone 3.6.1. The BIE has researched and conducted a study related to absenteeism prevention initiatives.

Action 3.6.1.1. Research current absenteeism prevention initiatives applicable to BIE.

Action 3.6.1.2. Research current methods of capturing absentee data in BIE schools to include all applicable attendance categories (road conditions, safety, mobility and obstacles to attendance).

Action 3.6.1.3. Request enhancement from student information system to include attendance categories regarding road conditions, mobility and reporting option detailing obstacles to attendance.

Action 3.6.1.4. Develop and provide professional development in student information system and effective utilization of existing data and reporting.

Action 3.6.1.5. Disseminate the study and findings.

Milestone 3.6.2. The BIE has developed a positive behavioral support framework for Bureau operated schools/Tribally controlled schools.

Action 3.6.2.1. Research current positive behavioral support frameworks.

Action 3.6.2.2. Collaborate with current BIE positive behavioral support initiatives /processes.

Action 3.6.2.3. Synthesize findings and resources.

Action 3.6.2.4. Dissemination of findings on effective positive behavioral supports.

Action 3.6.2.5. Develop and publish directory of partnerships and services as resource to schools.

Year Two

Milestone 3.6.3. The BIE has evaluated and developed effective strategies related to skills and knowledge that are fundamental to educational and employment success.

Actions to be developed.

Goal 3. Strategy 3.7. Milestones and Actions

Year One

Milestone 3.7.1. The BIE has implemented an effective family-school-community connection model to assist students in achieving academic and career goals.

Action 3.7.1.1. Research effective family-school-community connection models.

Action 3.7.1.2. Identify and develop partnerships (existing early childhood programs, Tribal entities, postsecondary, community partners and service organizations).

Action 3.7.1.3. Investigate instructional strategies that will engage family collaboration to promote student achievement academic and career goals.

Action 3.7.1.4. Develop, collect and analyze parent engagement survey.

MILESTONES AND ACTIONS

Action 3.7.1.5. Create implementation plan and guidance for schools for building family-school-community connections to assist students in achieving academic and career goals.

Action 3.7.1.6. Build directory of local community services available to families.

Year Two

Milestone 3.7.2. The BIE has implemented a responsive system of school improvement.

Actions to be developed.

Milestone 3.8.1. The BIE has identified the components and processes of a responsive system of school improvement.

Action 3.8.1.1. Evaluate current systems, tools and processes for school improvement.

Action 3.8.1.2. Examine effective methods for school structuring (scheduling, calendaring, staffing).

Action 3.8.1.3. Identify best practices of school improvement system.

Action 3.8.1.4. Identify essential components of educational service delivery (including non-academic and co-curricular goals, i.e. behavior/mental health).

Action 3.8.1.5. Align school-district-state-national priorities and outcomes.

MISSION AREA: POSTSECONDARY AND CAREER READINESS

Goal 4. Strategy 4.1. Milestones and Actions

Year One

Milestone 4.1.1. BIE has researched and developed a plan to implement college and career readiness requirements in secondary schools.

Action 4.1.1.1. Review entry requirements for Tribal colleges and universities (e.g., credit hours, grade point average, SAT/ACT, other experiences or performances).

Action 4.1.1.2. Research college and career readiness requirements (e.g., ACT recommended coursework, specified credit hours in core content areas, state mandates, AP, IB, dual enrollment, etc.).

Action 4.1.1.3. Develop a requirement template to determine the extent to which a sample of BIE-funded secondary schools offer a college and career readiness curriculum-aligned to the requirements.

Action 4.1.1.4. Offer the tool to secondary schools to complete and return.

Action 4.1.1.5. Analyze the results; identify gaps and needs.

Action 4.1.1.6. Publish a summary report that includes next steps and suggestions for closing identified gaps.

MILESTONES AND ACTIONS

Milestone 4.1.2. BIE has developed and disseminated a best practices toolkit to support transitional services.

Action 4.1.2.1. Identify existing practices (e.g., bridge programs, cohort models, wrap-around services) and research additional best practices (e.g., mentorships, partnerships) that support successful transitions.

Action 4.1.2.2. Conduct a needs assessment of all BIE-funded schools which identifies the number of schools that have transition counselors and identifies barriers and proposes interventions to increase the number of such counselors.

Action 4.1.2.3. Identify the dual credit/enrollment courses offered by SIPI and Haskell as well as the available delivery methods (include other Tribal colleges as feasible).

Action 4.1.2.4. Post the best practices toolkit.

Action 4.1.2.5. Promote the best practices toolkit.

Year Two

Milestone 4.1.3. BIE has implemented college and career readiness requirements in secondary schools.

Action 4.1.3.1. Develop guidance on how to align a school's college and career readiness curriculum to postsecondary entry requirements.

Milestone 4.1.4. BIE has provided professional development based upon the best practices toolkit to support transitional services.

Action 4.1.4.1. Develop a formal back reach program starting in the sixth grade.

Goal 4. Strategy 4.2. Milestones and Actions

Year One

Milestone 4.2.1. BIE has developed a high-quality career and technical education initiative, that begins in middle school and extends into high school, and schoolwide Individual Career Activity Plan (ICAP) models.

Action 4.2.1.1. Identify high-quality programs and adapt them to meet the needs of BIE students.

Action 4.2.1.2. Create a tool for aligning transition services and planning (ICAP, IEP, and 504 plan).

Action 4.2.1.3. Assess students' career and academic interests, collect student data on their interests and aspirations, and follow through with guidance counseling.

Action 4.2.1.4. Develop high-quality career plans and track them.

Action 4.2.1.5. Link/connect students with programs and expanded learning opportunities (e.g., DECA partnership, NAU Talent Search, ROTC, vocational education, STEM, credit recovery, summer work studies, local BIE and BIA internships, DOI internships) based upon their individual career plans.

Action 4.2.1.6. Assist students achieving their identified academic and career goals as specified in ICAP and IEP.

MILESTONES AND ACTIONS

Milestone 4.2.2. BIE has conducted a labor market analysis and identified skills needed to fill occupational gaps in Indian Country in partnership with TEDs and public/private employers.

Action 4.2.2.1. Develop the protocol and identify existing data resources.

Action 4.2.2.2. Conduct the market analysis.

Action 4.2.2.3. Analyze the results.

Action 4.2.2.4. Prepare a report on findings.

Year Two

Milestone 4.2.3. Identify site selection criteria, toolkits and online resources.

Action 4.2.3.1. Identify site selection criteria. Toolkits and online resources.

Milestone 4.2.4. BIE has piloted and refined a middle school career and technical education initiative that incorporates a schoolwide ICAP model.

Action 4.2.4.1. Implement pilot and collect evaluation data.

Goal 4. Strategy 4.3. Milestones and Actions

Year One

Milestone 4.3.1. BIE has created a framework that schools can use to directly engage students, families and caregivers on education and career pathways.

Action 4.3.1.1. Research characteristics of high-quality engagement practices related to pathways.

Action 4.3.1.2. Identify and compile a list of school initiatives currently in place related to pathways.

Action 4.3.1.3. Develop a framework that includes examples of best practices.

Action 4.3.1.4. Disseminate the framework.

Action 4.3.1.5. Recognize and promote outstanding engagement practices related to pathways.

Year Two

Milestone 4.3.2. BIE has piloted the framework with one school from each ADD region (Bureau operated schools, Navajo, Tribally controlled schools).

Actions to be developed.

Milestone 4.3.3. BIE has evaluated implementation of the framework at each school.

Actions to be developed.

MILESTONES AND ACTIONS

Goal 4. Strategy 4.4. Milestones and Actions

Year One

Milestone 4.4.1. BIE has developed an expedited process for executing MOUs/ MOAs and partnership agreements.

Action 4.4.1.1. Draft an MOU template for use with Native-serving, non-Tribal and other interested public higher education institutions. Include, but do not limit to MOUs with Tribal colleges and universities regarding:

- a. secondary to postsecondary transition services that could be offered to BIE students.
- b. tracking and sharing FERPA/PII compliant student information.
- c. BIE student visit activities.
- d. dual enrollment with BIE schools.

Action 4.4.1.2. Document the current process.

Action 4.4.1.3. Analyze the process and identify bottlenecks and inefficiencies.

Action 4.4.1.4. Refine and select pilot sites.

Action 4.4.1.5. Consult with/seek feedback from ADDs.

Action 4.4.1.6. Delegate authority within schools and with presidents to sign MOUs.

Milestone 4.4.2. BIE has provided fiscal resources to support a formalized outreach process between Tribal colleges and BIE-funded schools.

Action 4.4.2.1. Request solicitor's opinion through the BIE director (possible review during weekly meeting).

Action 4.4.2.2. Determine and allocate adequate funding.

Action 4.4.2.3. Clarify acceptable uses of funds.

Action 4.4.2.4. Determine deadlines and reporting requirements.

Action 4.4.2.5. Develop and pilot institutional agreements.

Year Two

Milestone 4.4.3. Pilot new MOU process with selected sites.

Actions to be developed.

Milestone 4.4.4. Commission a study regarding access to vocational and trade.

Actions to be developed.

Milestone 4.4.5. Partnerships and postsecondary funding opportunities

Actions to be developed.

Milestone 4.4.6. Implement formalized outreach process.

Actions to be developed.

Milestone 4.4.7. Evaluate formalized outreach process.

Actions to be developed.

MILESTONES AND ACTIONS

MISSION AREA: SELF-DETERMINATION

Goal 5. Strategy 5.1. Milestones and Actions

Year One

Milestone 5.1.1. The BIE has completed a comprehensive analysis of all Tribes served by BIE-funded schools regarding BIE support for language and culture.

Action 5.1.1.1. Research existing data collection efforts regarding language and culture supports and needs.

Action 5.1.1.2. Create an inventory of potential partners and resources that support language and culture.

Action 5.1.1.3. Evaluate inventory and create a comprehensive analysis to publish recommendations for supporting language and culture at the local level.

Year Two

Milestone 5.1.2. The BIE has published protocols and delivered professional development for BIE to support engagement regarding language and culture at the local level.

Actions to be developed.

Goal 5. Strategy 5.2. Milestones and Actions

Year One

Milestone 5.2.1. The BIE has established collaborative partnerships to identify resources and supports for increasing capacity for Tribal education stakeholders.

Action 5.2.1.1. Research organizations to establish collaborative partnerships to identify external resources and supports.

Action 5.2.1.2. Develop and publish a directory of organizations to establish collaborative partnerships to identify external resources and supports.

Action 5.2.1.3. Based on directory, reach out to potential education stakeholders for establishment of joint BIE/stakeholder working group.

Action 5.2.1.4. Establish working group, initiate meetings to identify technical assistance needs and inform established practices and protocols for technical assistance for capacity building (Year Two).

Milestone 5.2.2. The BIE has established and published standard guidance for providing support to Tribes as they assume educational programs.

Action 5.2.2.1. Conduct internal review of existing policies, procedures and practices.

Action 5.2.2.2. Update policies and procedures aligned to current needs, practice and regulatory requirements.

Action 5.2.2.3. Compile and centralize updated policies and procedures into a manual that is publicly accessible online.

Action 5.2.2.4. Publish manual and communicate to BIE employees and stakeholders.

MILESTONES AND ACTIONS

Year Two

Milestone 5.2.3. The BIE has developed technical assistance training modules to increase internal capacity for engaging Tribes and implemented trainings on a continuous basis.

Actions to be developed.

Milestone 5.2.4. The BIE has identified priorities and developed pilots to share successes and best practices.

Actions to be developed.

Milestone 5.2.5. The BIE has created, published and disseminated modules to support Tribal capacity to assume functions of their local BIE schools.

Actions to be developed.

Goal 5. Strategy 5.3. Milestones and Actions

Year One

Milestone 5.3.1. The BIE has developed and piloted a system of support for assisting Tribes in their oversight of Tribally controlled schools.

Action 5.3.1.1. Establish outreach, strengthen relationships to inform research for developing system of support for Tribally controlled schools.

Action 5.3.1.2. Identify existing BIE policies, practices and procedures as well as human capital capacity, such as specialized skills like special education, cultural and language supports, grants management, etc., for developing system of support for Tribally controlled schools.

Action 5.3.1.3. Publish policies and procedures to comprise system of support.

Action 5.3.1.4. Create an effective and ongoing communication plan, such as requesting technical assistance, provided through the system of support to strengthen capacity.

Action 5.3.1.5. Train pertinent BIE staff on system of support.

Year Two

Milestone 5.3.2. The BIE has piloted and implemented system of support for assisting Tribes in their oversight of Tribally controlled schools.

Actions to be developed.

Goal 5. Strategy 5.4. Milestones and Actions

Year One

Milestone 5.4.1. The BIE has developed and published a framework to support Tribes, as desired, to partner with local schools to incorporate their individual languages, cultures, histories and Tribal governance models and strengthen student self-advocacy.

Action 5.4.1.1. Identify key stakeholders for each Tribe served by a school to support individual languages, cultures, histories and Tribal governance models and strengthen student self-advocacy.

MILESTONES AND ACTIONS

Action 5.4.1.2. Utilize BIE and stakeholder support to develop effective practices for school engagement.

Action 5.4.1.3. Publish and communicate effective practices for school engagement activities that are culturally relevant to local Tribes.

Action 5.4.1.4. Develop workshops regarding effective practices for schools on incorporating languages, cultures, histories and Tribal governance models and strengthen student self-advocacy (facilitate in Year Two).

Year Two

Milestone 5.4.2. The BIE has utilized SIPI and Haskell higher education institutions to develop educator resources and competencies to increase school personnel who can incorporate Tribal languages, cultures, histories and governance models and strengthen student self-advocacy.

Actions to be developed.

Milestone 5.4.3. The BIE has engaged and provided workshops to Tribes regarding Tribal engagement in non-BIE schools that serve Indian students.

Actions to be developed.

MISSION AREA: PERFORMANCE MANAGEMENT

Goal 6. Strategy 6.1. Milestones and Actions

Year One

Milestone 6.1.1. The BIE has established a uniform and consistent employee orientation program.

Action 6.1.1.1. Create a robust standard operating procedure (SOP) for hiring procedures for all employees.

Action 6.1.1.2. Define an onboarding - induction process for contracted-educators and Title V employees (Special Ed, Title, Fiscal, Facilities, etc.).

Milestone 6.1.2. The BIE, in collaboration with field staff, has established by position, employee professional development and ongoing training program, to include applicable statutes, regulations, and policies for which they are responsible for complying.

Action 6.1.2.1. Create policies that align with statutes and regulations.

Action 6.1.2.2. Identify field staff training needs tied to induction.

Action 6.1.2.3. Review regulatory requirements for academic and residential programs.

Action 6.1.2.4. Identify resources regarding how to execute those requirements.

MILESTONES AND ACTIONS

Milestone 6.1.3. The BIE has established an employee support initiative which, at a minimum, addresses employee burnout and stress management.

Action 6.1.3.1. Complete and implement an anti-harassment initiative.

Action 6.1.3.2. Develop an employee recognition program beyond the current award process.

Action 6.1.3.3. Develop an employee holistic stress management program.

Action 6.1.3.4. Identify resources that can be used to implement the above programs.

Year Two

Milestone 6.1.4. The BIE maintains the employee orientation, professional development and employee support programs and initiatives.

Actions to be developed.

Goal 6. Strategy 6.2. Milestones and Actions

Year One

Milestone 6.2.1. The BIE has established an overarching vision for the data system that includes system mission, goals, and expected outcomes, as well as set norms and expectations for data collection, and established data system rules.

Action 6.2.1.1. Designate BIE staff members and define the data system's mission, goals, and expected outcomes.

Action 6.2.1.2. Designate BIE staff members to create the data system rules.

Action 6.2.1.3. Conduct data inventory of existing data and identify data points, including new data points, to be collected (based on the data system rules).

Action 6.2.1.4. Identify the databases and sources from which the data points are drawn.

Action 6.2.1.5. Determine which data points are mandatory and which are optional to collect to guide accurate data collection.

Action 6.2.1.6. Develop resources that communicate the data system's mission, goals, and expected outcomes.

Action 6.2.1.7. Develop data definitions and clear statements for appropriate and expected data system use to ensure that data system users speak a common language when referring to the data system.

Action 6.2.1.8. Disseminate all resources to BIE and external stakeholders.

Milestone 6.2.2. The BIE has established decision-making authority to communicate each BIE staff member's responsibilities, the leadership structure, and determined the BIE's data collection responsibilities.

Action 6.2.2.1. Identify BIE staff members who will manage the overall data system and identify to whom they report to ensure that there is accountability for data system management across all governance levels.

Action 6.2.2.2. Designate BIE staff members to take on different roles and responsibilities, including each step for data collection and maintenance, (e.g., collecting, storing, securing, maintenance, and communicating data).

MILESTONES AND ACTIONS

Action 6.2.2.3. Designate BIE staff members who will have access to the data system and identify system responsibilities for each of these BIE staff members.

Action 6.2.2.4. Create a BIE organizational chart that identifies BIE leaders and to whom each BIE staff member reports.

Action 6.2.2.5. Specify which data points each BIE staff member is responsible for collecting, and identify to whom each BIE staff member reports once collection is completed.

Milestone 6.2.3. The BIE has ensured that all BIE staff members duly understand the data system and its operations; established a comprehensive, consistent and regular training program for BIE and school level employees; provided school staff members with necessary supports and resources (including training) to work with the data system.

Action 6.2.3.1. Identify training needs of BIE staff and school level employees; include training and communication around data quality assurance.

Action 6.2.3.2. Gauge the proficiency of each school staff member in understanding the data system and its operations.

Action 6.2.3.3. Identify professional learning opportunities, resources, and supports about the data system and its operations, and provide them to BIE staff members who will interact with the data system.

Action 6.2.3.4. Prioritize training needs of staff and school level employees.

Action 6.2.3.5. Establish opportunities for BIE staff members to provide feedback (including questions and concerns) to improve data system use, and identify BIE staff members and resources to address questions and concerns).

Action 6.2.3.6. Develop training modules based on prioritized training needs.

Action 6.2.3.7. Create a training process to deliver training (who, how, when).

Action 6.2.3.8. Create a training schedule for BIE and school level employees.

Action 6.2.3.9. Develop a consistent evaluation/feedback process for training.

Action 6.2.3.10. Encourage additional communication to ensure that school staff members' needs for data system operation are met.

Milestone 6.2.4. The BIE has developed data collection and reporting methods that minimize data collection and reporting burdens; established a data collection and reporting calendar to communicate precisely when data is to be collected and reported; provided schools, parents, and community members with information about the data system; established regular communications to support data system implementation and maintenance.

Action 6.2.4.1. Conduct an updated, accurate, and verifiable JOM student count.

Action 6.2.4.2. Specify dates and due dates for when data are collected, when data are reported, when data are certified, and when data are ready for dissemination.

Action 6.2.4.3. Build time into BIE's data collection and reporting calendar for data verification, validation, and editing.

MILESTONES AND ACTIONS

Action 6.2.4.4. Identify roles and responsibilities within BIE and at schools for the quality assurance process.

Action 6.2.4.5. Determine the specific steps to reconcile data errors.

Action 6.2.4.6. Share the data collection and reporting calendar across BIE and with all reporting parties.

Action 6.2.4.7. Make the data collection and reporting calendar publicly available for interested external stakeholders.

Action 6.2.4.8. Establish process for data standardization to ease the burden of data reporting.

Action 6.2.4.9. Communicate with schools to develop an understanding of the time and effort that schools spend on the data reporting processes.

Action 6.2.4.10. Identify areas where the data reporting processes can be streamlined to reduce the amount of time and effort dedicated to data reporting.

Action 6.2.4.11. Create resources that communicate the data system's overall purpose and why each data point is collected, connecting each point of data to the overarching data system purpose.

Action 6.2.4.12. Create resources that communicate the actions that are to be taken with the collected data and why these actions are important.

Action 6.2.4.13. Create resources that discuss data uses to highlight the value of data in teaching and learning.

Action 6.2.4.14. Identify BIE staff members and school staff members who are to be included in regular communication.

Action 6.2.4.15. Determine the best meeting mode to include all parties in conversations (e.g., in person meetings, telephone calls, emails).

Action 6.2.4.16. Include opportunities for school staff members to present questions and concerns to BIE staff members, and for BIE staff members to provide responses and/or resources.

Action 6.2.4.17. Create communication resources for parents and community members to understand the data system and its purposes.

Action 6.2.4.18. Provide information about what data points are collected, how data are securely stored, how long data are kept, how data are used, and how students' identifying information is protected.

Year Two

Milestone 6.2.5. The BIE has determined how data is collected and stored to guide data system development and use; established BIE's principles for data cataloguing and storage.

Action 6.2.5.1. Determine methods for collecting data, and use this information to determine the resources needed for data collection.

Action 6.2.5.2. Determine how data is to be stored and secured and whether available hardware and software are sufficient for data storage.

MILESTONES AND ACTIONS

Action 6.2.5.3. Determine how long data must be stored and maintained in the data system drawing from the established mission and goals as well as published requirements.

Action 6.2.5.4. Identify which permissions must be secured and from whom permission must be requested (e.g., school board, parents, legislature).

Action 6.2.5.5. Designate BIE staff members to oversee, procure, and secure data permissions.

Action 6.2.5.6. Determine how data collection permissions are collected and stored.

Action 6.2.5.7. Determine how the data are identified in the data system.

Action 6.2.5.8. Identify the variables that are included and available for data system users to select.

Action 6.2.5.9. Create a structure to organize data for easy cataloguing and sorting by the data system users.

Milestone 6.2.6. The BIE has established criteria that illustrate whether the data system is working as intended; established mechanisms for compliance to ensure that users are implementing the data system as intended.

Action 6.2.6.1. Identify BIE staff members tasked to discuss and establish the criteria for data system success.

Action 6.2.6.2. Identify BIE staff members to evaluate the data system to ensure that compliance policies are followed.

Action 6.2.6.3. Outline the characteristics of a successful data system, including signs that the data system operates as intended.

Action 6.2.6.4. Determine principles for compliance, including signs that data collection and maintenance policies are followed.

Action 6.2.6.5. Identify points in time when the data system will be evaluated for successful operation.

Action 6.2.6.6. Identify points in time when the data system will be evaluated for BIE staff members' compliance with policies and procedures.

Action 6.2.6.7. Include responses and actions for occasions when protocol is not followed.

Action 6.2.6.8. Determine how BIE leaders will respond in cases of noncompliance.

Milestone 6.2.7. The BIE has identified necessary equipment and resources to properly operate the data system; constructed a user-friendly data system to encourage data system adoption and use; developed school staff members' ownership of the data system to encourage commitment to data system maintenance.

Action 6.2.7.1. Identify BIE staff members who manage developing and implementing the data system.

Action 6.2.7.2. Collect information about data system needs and types of infrastructure required, and provide the information to hardware and software vendors when developing the data system.

Action 6.2.7.3. Determine how BIE staff members will use the data system, including the number of student data points each data system user plans to access.

MILESTONES AND ACTIONS

Action 6.2.7.4. Collect information about the student data needs of BIE's data system users, including appropriate functions and tools required.

Action 6.2.7.5. Identify ways to make the new data system more readily usable (based on BIE staff members' familiarity with the current data system and its operations).

Action 6.2.7.6. Clarify how student data are currently stored and displayed, and how data system users will access stored student data.

Action 6.2.7.7. Identify barriers to adopting and using the data system.

Action 6.2.7.8. Identify the resources and supports provided to address such barriers.

Action 6.2.7.9. Collaborate with hardware and software vendors to determine the optimal student data layout and display format for the data system based on BIE staff members' input.

Action 6.2.7.10. Select the student data layout and display format considering BIE staff members' student data familiarity and needs. Build in time and resources for external stakeholder feedback and revision.

Action 6.2.7.11. Facilitate school staff members' familiarity with the data system to remove barriers to their data system adoption and use.

Action 6.2.7.12. Provide ongoing training and support to encourage data system adoption and use.

Action 6.2.7.13. Encourage the development of long-term capacity in schools for participation in and utilization of the data system.

Milestone 6.2.8. The BIE has established provisions for data security and confidentiality; developed data privacy and security protocol rules (Used the Family Educational Rights and Privacy Act and Protection of Pupil Rights Amendment laws); identified BIE staff members who are granted access to student data, and specified permissions and data security protocol for accessing each data point; made clear which BIE staff members and external stakeholders have access to data.

Action 6.2.8.1. Outline steps that BIE will take to protect student confidentiality in collected data; specify how identifying data are collected and stored, and who has access to de identified data.

Action 6.2.8.2. Review resources from the federal Family Policy Compliance Office (FPCO) to ensure that BIE privacy and data security provisions align with FERPA and PPRA.

Action 6.2.8.3. Access and use the Privacy Technical Assistance Center (PTAC) toolkit, which includes best practices for data privacy, security, and confidentiality.

Action 6.2.8.4. Determine protocol for granting BIE staff members and external stakeholders permission to access raw and de identified data.

Action 6.2.8.5. Identify steps that BIE must take to ensure that data cannot be accessed by unauthorized individuals.

Action 6.2.8.6. Communicate security protocol and data system information with BIE and external stakeholders.

Action 6.2.8.7. Specify level of permissions and security that each data system user will be granted (referencing the organizational overview that lists all BIE staff members who have access to the data system).

MILESTONES AND ACTIONS

Action 6.2.8.8. Specify BIE's processes to grant data system permissions to data system users.

Action 6.2.8.9. Create resources that clearly identify the BIE staff members who are granted access to the data system, including the reason that each BIE staff member is granted access.

Action 6.2.8.10. Identify external stakeholders outside BIE who are granted access to the data system, the reason access is granted, and which data points should be shared with those external stakeholders.

Action 6.2.8.11. Provide resources that include information on protocol and requirements for granting BIE staff members, school staff members, and external stakeholders permission and access to the data system.

Goal 6. Strategy 6.3. Milestones and Actions

Year One

Milestone 6.3.1. The BIE has established a comprehensive communications plan, including internal, external, and emergency communications sections.

Action 6.3.1.1. Review current plan and identify gaps, strengths and weaknesses.

Action 6.3.1.2. Gather internal and external feedback on current communication efforts and identify strengths, weaknesses and needs.

Action 6.3.1.3. Build plan out based on review.

Action 6.3.1.4. Develop standard communication operating procedures, including templates, formatting rules, and graphic guidelines for consistency.

Action 6.3.1.5. Review of methods of communication and identify gaps.

Milestone 6.3.2. The BIE has established communication with schools to support the accurate reporting and use of data.

Action 6.3.2.1. Provide schools with BIE wide data calendar and training schedule.

Action 6.3.2.2. Provide schools explicit, timely information and tips about the data system (e.g., student information system, school improvement planning, financial management) and their role and responsibilities.

Action 6.3.2.3. Create communication resources to assist school staff in working with the various data systems.

Milestone 6.3.3. The BIE has created and implemented an Education Resource Center School Board engagement schedule.

Action 6.3.3.1. Review current policy implementation.

Action 6.3.3.2. Align agency meetings to Education Resource Center locations.

Action 6.3.3.3. Create the schedule and notify agency School Board members.

Action 6.3.3.4. Create quarterly agendas for each meeting in consultation with EPAs.

Action 6.3.3.5. Ensure minutes are sent to agency.

MILESTONES AND ACTIONS

Year Two

Milestone 6.3.4. Address gaps in methods of BIE communication identified in Year One.

Actions to be developed.

Milestone 6.3.5. Establish guidance and support for school communication based on need.

Actions to be developed.

Milestone 6.3.6. Build plan out based on review (continuation from Year One).

Actions to be developed.

Milestone 6.3.7. Develop standard communication operating procedures (continuation from Year One).

Actions to be developed.

Milestone 6.3.8. Provide schools with BIE wide data calendar and training schedule (annual occurrence).

Actions to be developed.

Milestone 6.3.9. The BIE has created and implemented an Education Resource Center School Board engagement schedule (yearly occurrence).

Actions to be developed.

Goal 6. Strategy 6.4. Milestones and Actions

Year One

Milestone 6.4.1. The BIE has developed and implemented a strategic system that tracks the milestones and actions of the Strategic Direction.

Action 6.4.1.1. Enter the Strategic Direction and teams into the SPM Online system.

Action 6.4.1.2. Complete monthly status reports on all actions into Online system.

Action 6.4.1.3. Conduct bimonthly review of monthly status reports, identify challenges and determine supports or needed adjustments.

Action 6.4.1.4. Conduct quarterly leadership review of progress on Strategic Direction and address implementation issues.

Action 6.4.1.5. Review Year One progress, revise Year Two milestones and actions based on Year One progress and develop Year Three milestones and actions.

Action 6.4.1.6. Report Year One progress on Strategic Direction.

Action 6.4.1.7. Complete work on GAO findings identified to close out Year One.

Action 6.4.1.8. Develop milestones and actions to sustain GAO resolutions beyond close out date.

MILESTONES AND ACTIONS

Milestone 6.4.2. The BIE has created and is implementing the financial and program oversight policy.

Action 6.4.2.1. Senior leaders assign joint review coordinators (program/fiscal).

Action 6.4.2.2. Identify and train joint review teams on joint monitoring procedures.

Action 6.4.2.3. Identify high risk schools from monitoring procedures.

Action 6.4.2.4. Develop the monitoring schedule.

Action 6.4.2.5. Conduct monitoring visits based on the monitoring schedule.

Action 6.4.2.6. Provide follow-up and technical assistance based on monitoring findings.

Action 6.4.2.7. In addition to high risk monitoring, conduct quarterly financial reviews of the current school year financials for each school.

Milestone 6.4.3. The BIE has established quality and aligned performance appraisals for all BIE employees on a timely basis.

Action 6.4.3.1. Review and edit, as needed, all Position Descriptions (PDs); duties/functions tied to Employee Performance Appraisal Plans.

Action 6.4.3.2. Clarify roles and responsibilities aligned to org chart, reflective of Employee Performance Appraisal Plans.

Action 6.4.3.3. Review existing Employee Performance Appraisal Plans for supervisors to ensure that the critical elements are accurate.

Action 6.4.3.4. Provide professional development for all supervisors on accurately assessing employee performance and providing resources for improvement.

Year Two

Milestone 6.4.4. The BIE has maintained the strategic performance management system to adjust the Strategic Direction and address implementation issues in a timely manner.

Actions to be developed.

Milestone 6.4.5. The BIE has maintained its financial oversight of all programs as required.

Actions to be developed.

Milestone 6.4.6. The BIE continues to complete performance appraisals and provide resources for improvement to maintain an effective workforce.

Actions to be developed.

Goal 6. Strategy 6.5. Milestones and Actions

Year One

Milestone 6.5.1. The BIE has created a facilities work group which developed a Service Level Agreement between BIA and BIE.

Action 6.5.1.1. Identify and assign technical experts within BIE, BIA, DFMC, and IA needed to conduct gap analysis.

Action 6.5.1.2. Identify and assign roles and responsibilities to be shared within each agency.

MILESTONES AND ACTIONS

Action 6.5.1.3. Conduct a gap analysis between school ratings and school safety inspections.

Action 6.5.1.4. Workgroup reviews findings and presents analysis and proposed Service Level Agreement to BIE, BIA, DFMC, and IA leadership for review approval.

Action 6.5.1.5. Draft and publish a comprehensive Service Level Agreement designed to address facility gaps.

Milestone 6.5.2. The BIE has established a consistent and regular inter-agency coordination and communications procedure between BIE personnel, BIA regional facility managers and DFMC.

Action 6.5.2.1. Identify and assign facilities coordination and communications representatives from BIE, BIA, DFMC, and IA.

Action 6.5.2.2. Review current coordination and communications models and best practices.

Action 6.5.2.3. Produce a report identifying said coordination and communication models and best practices.

Action 6.5.2.4. Draft and implement facilities coordination and communication protocol between BIE, BIA, DFMC, and IA.

Action 6.5.2.5. Establish regularly scheduled bi-weekly coordination and communications meetings.

Year Two

Milestone 6.5.3. The BIE continues to address facilities needs, including internet connectivity, through service level agreements, inter-agency coordination and routine communications.

Actions to be developed.

GLOSSARY OF TERMS

The Glossary is a companion to the Strategic Direction to provide clarity and build common understanding of terms.

ACCOUNTABILITY

The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. Accountability in education holds schools, districts, educators and even students responsible for learning results. An accountability system is the set of policies and practices that states, districts and schools use to measure how schools are performing for students, reward those that are addressing the needs of all students well and provide improvement for those schools not doing well.

ASSESSMENT

In education, assessment refers to the methods or tools used to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of students. Both formative and summative assessments are used. Assessments are valid and reliable for their intended purposes and target populations. Formative assessments are questions, tools, and processes that are designed to monitor children's progress along a continuum of standards of development and learning to guide and improve instructional practice. Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the end of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

BARRIERS

Barrier(s) is defined as an obstacle or circumstance that keeps people or things apart or prevents communication or progress. In the Strategic Direction, a barrier is any factor that impedes students from accessing a culturally relevant, high-quality education.

BEHAVIORAL HEALTH

Behavioral health has been defined as mental/emotional wellbeing or actions that affect wellbeing (Substance Abuse and Mental Health Services Administration, 2010). Behavioral health is the emotions, behaviors and biology relating to a student's mental well-being, ability to function in every-day life, and concept of self. Behavioral health includes ways of promoting wellness and preventing or intervening in substance abuse, serious psychological, suicide and mental disorders such as depression and anxiety. Services and supports can be provided to both staff and students to address behavioral health needs through a comprehensive collaborative approach that includes student support services, staff training, parent involvement and supports, and community-based resources.

CAPACITY BUILDING

Capacity Building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that Tribes, Tribal education departments, schoolboards, schools, and staff need to provide students with a high-quality, culturally relevant education. Capacity building is often referred to in four areas:

- Human - people having the knowledge and skills needed to effectively do their jobs.
- Political - culture and climate of an organization, Tribe, school or other group.
- Organizational - structure and processes in place so the organization, Tribe, school or other group and its people can carry out its mission.
- Material - concrete materials, products and assets related to the work of the organization, Tribe, school or other group.

CAREER

An occupation that provides one a means of earning a living, a sense of accomplishment and pride, and the ability to be as independent as possible. Careers include, but are not limited to, entry and professional level employment in industries such as finance, telecommunications, technology, education, service, hospitality, and military. It also includes jobs such as homemaker, child care provider, and non-traditional jobs and careers.

CAREER READINESS

When a student has the knowledge and skills, as well as the personal competencies, needed to be successfully employed. An example of being career ready is having the knowledge, skills, communication, problem-solving, collaboration and perseverance needed to be a qualified engineer, construction worker, or member of a military branch.

COMPETITIVE EMPLOYMENT

Work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled (34 CFR 361.5 (b) (11) [Title 34 – Education; Subtitle B -- Regulations of the Offices of the Department of Education; Chapter III -- Office of Special Education and Rehabilitative Services, Department of Education; Part 361 -- State Vocational Rehabilitation Services Program; Subpart A – General]).

CULTURAL COMPETENCY

An organization, group or individual bringing together knowledge about different cultures and transforming it into standards, policies and practices which allows cross-cultural groups to live and work respectfully. The BIE bringing together knowledge about different Tribal nations and transforming this knowledge into standards, policies and practices so staff work with Tribal nations in a professional, respectful manner. When children and students learn the beliefs and practices of their own Indian culture and the unique cultures of different Tribal nations they develop the knowledge, skills, and habits to lead and contribute to their sovereign nations.

CULTURALLY RELEVANT LEARNING EXPERIENCES

Learning experiences that empower students intellectually, socially and emotionally by utilizing students' culture and experiences to design lessons that are relevant and meaningful while also maintaining the rigor of academic standards. Teachers focus on academic excellence, build on students' prior knowledge and cultural experiences, and teach students to be advocates of their culture and broader cultural equity.

DATA-INFORMED DECISION MAKING

Sometimes called data-driven decision making, it is a process in which valid, reliable data are easily accessible and used to inform decisions on an ongoing basis. The process includes clearly defined steps with identified decision-makers at each level. When a school has an open position, data on school needs, role and responsibilities of the position, student needs, and minimum competencies needed to carry out responsibilities and meet the needs of students would be matched to possible candidates to determine the best candidate match for the vacancy. The data would inform the recruitment and hiring for the open position.

DATA MANAGEMENT SYSTEM

A system to develop, execute, and supervise policies, programs and practices that control, protect, deliver and enhance the value and use of data and information (The DAMA Guide to the Data Management Body of Knowledge, 2009). An education data management system typically includes a unique student identifier to gather and report demographic, enrollment and performance data, students' transcripts specifying courses taken and grades earned, school and district data including staffing, auditing processes for data quality, validity and reliability, and the ability to share data from preschool through postsecondary education data systems.

DEVELOPMENTAL DELAY

A delay in one or more of the following areas as measured by appropriate diagnostic instruments and procedures: Physical development, cognitive development, communication development, social or emotional development, or adaptive development. Developmental delays are identified in children ages three through nine (to include encompassing speech, vision, language, hearing, cognition, socially emotional and general health experienced by a child ages three through nine [34 CFR §300.8(b)]).

DEVELOPMENTALLY APPROPRIATE PRACTICES

Research-based practices that provide optimal education for young children's learning and development. Teachers have knowledge of children's development, meet each child where they are and know about the social and cultural contexts in which each child lives.

DIFFERENTIATED INSTRUCTION

Differentiated instruction is an approach to teaching in which educators actively plan for students' differences so that all students can best learn. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests (Association for Supervisions and Curriculum Development, 2017). Resources are available on differentiating instruction to effectively meet the needs of students, including [The Differentiated Classroom: Responding to the Needs of All Learners](#), 2nd Edition by Carol Ann Tomlinson.

EARLY CHILDHOOD DEVELOPMENT ORGANIZATIONS

Early Childhood Development Organization is defined as any Tribal, federal, state, or private entity which provides pre-kindergarten educational services.

GLOSSARY

EARLY CHILDHOOD EDUCATION

Learning opportunities for children before age five that include engaging families as teachers of their children. Head Start, early Head Start, child care providers, families, public and private preschools are examples of early childhood education services or programs.

EMPLOYEE SYSTEM OF SUPPORT

A system that goes beyond evaluation to build a foundation of growth, continuous learning and supports to recruit, hire and retain high-quality staff with the capacity to carry out the organization's mission. In such a system, employees develop career or growth plans aligned to the vision, mission and goals of the organization; collect, report and discuss actual performance; receive and reflect on constructive feedback; apply different strategies for improvement; and engage in professional learning matched to needs. There are clear procedures for hiring, advancement and dismissal of employment.

FORMATIVE ASSESSMENT

Informal and formal assessments that take place during the learning process to find out how students are progressing, so adjustments can be made in the teaching. Formative assessments are used to identify which students need enhanced instruction and those that may need remediation. Before a lesson a teacher may use a brief set of questions on the lesson skills, and during the lesson the teacher checks for understanding by giving the students a problem to solve based on what they just learned. Those who can complete the problem correctly may be given a more challenging task, whereas those who struggled will practice the skill with teacher support.

GUIDANCE

Providing written or verbal help and advice about how to accomplish a task. In education, guidance is often in the form of a written document providing further information on implementing a regulation, policy, procedure or process.

HIGHLY EFFECTIVE

When actual practice is close to the expected effective practice. There are several practices that have been identified through research as having a positive impact on student learning. A teacher who is highly effective is one that implements the known practice in the way it was designed to be implemented to get similar results.

HIGH-QUALITY

Adhering to an excellent standard of measure. With the passage of the Every Student Succeeds Act, there is a broader view of student success that goes beyond traditional test scores to other indicators focusing on educating the whole child. So, high-quality programs to improve student success are ones that are based on evidence-based practices and implemented with fidelity to get the intended results.

GROWTH MINDSET

The belief that peoples' most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Students who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills (Carol S. Dweck, 2007).

LIFE-LONG LEARNING

Having the desire, curiosity and persistence to continuously learn for the sake of learning. Life-long learners pursue and take advantage of new learning opportunities and share knowledge and skills, so others may learn. Although public education concludes when a student graduates from high school or for students with disabilities, reaches at age 21, schools strive to model and support students in asking questions, exploring ideas, and taking advantages of new learning opportunities in a variety of settings so they value learning and see it as a continuous process to pursue after K-12 education.

LEVERAGE

The ability to influence a system or an environment in a way that multiplies the outcome of one's efforts without increasing costs or resources. In education, we often speak of leveraging current resources, relationships or practices to better meet student needs or improve student outcomes within funding constraints and challenges. There are several high-leverage practices that are not only important to student learning but are basic for advancing teaching skills.

MENTORSHIP

The process of providing ongoing support to principals, teachers, and staff so they learn the knowledge and skills while on the job to effectively carry out their responsibilities. Mentoring includes consultation, coaching, modeling and, at times, directing. New teacher induction programs, leadership academies with on the job coaching, and peer coaching are examples of mentorship programs.

GLOSSARY

PARTNERSHIPS

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An agreement where two or more individuals, groups or organizations work together toward mutual goals. An educational partnership is where the focus is on enhancing student development and learning.

PATHWAYS

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A way of achieving a specified result or course of action (www.dictionary.com). In education we refer to academic and career pathways, multiple pathways for postsecondary education, or pathways to college and career readiness. These all refer to learning pathways, the various courses, programs and learning, and planning and opportunities that prepare students for the next stage, whether that is going from elementary to middle school, meeting requirements and credits to graduate high school or moving from high school to postsecondary study or employment.

PERFORMANCE MANAGEMENT

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Processes, procedures and routines that strategically define work, track progress and utilize data to improve productivity and efficiency while also creating the conditions for innovation. Creating a strategic plan or direction and completing monthly status reports on actions to complete milestones are examples of performance management processes or routines.

PERSONAL COMPETENCIES

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Cognitive (what we know), metacognitive (how we learn), motivational (why we learn) and social-emotional (how we relate) skills that facilitate learning and goal attainment. Students need to learn and apply both academic content and personal competencies if they are going to be able to set and attain goals, persist, and continually learn and apply their learning to pursue their goals.

PHYSICAL HEALTH AND SAFETY

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Physical health refers to physical activity, nutrition and diet, rest and sleep, and general ability to address minor ailments/injuries or seek emergency care as needed. Safety refers to having the skills and behaviors to keep yourself and others safe. Students can learn the importance of physical health and making good choices to promote physical activity, nutrition, diet, rest, and sleep. Safety includes building respect and understanding of other backgrounds, recognizing and preventing bullying, and making consistent healthy choices that demonstrate positive safe behavior.

GLOSSARY

PRE-ACADEMIC SKILLS

When young children develop pre-academic skills, they have a better chance of succeeding later in school. These include understanding letters and numbers are symbols that mean something, retelling basic parts of a story, and completing simple and complex sequences. Pre-academic skills are also called kindergarten readiness skills and include phonemic awareness, number sense, gross and fine motor skills, sharing and working with others, listening, and expressing ideas and needs. These skills build the foundation for reading, writing, calculating and problem-solving in kindergarten and beyond.

POSTSECONDARY STUDY

Any education beyond high school including formal classes and learning in a variety of public and private institutions and settings. Examples include technical training programs, industry certification programs, two or four-year colleges, and military schools.

PREEMINENT

An adjective describing outstanding, excellent, leading, foremost, or distinguished. An outstanding or preeminent provider of educational services is one that strives to provide excellent, high-quality, comprehensive services and supports so each student can successfully learn and apply learned skills.

PRESCHOOL

A program operated by a public or private school for children younger than kindergarten age, typically ages three through five, including early childhood programs or services.

RESIDENTIAL

An educational setting where students live and learn outside of their home.

RESILIENCY

The ability to adapt, recover or respond to disruptive change, adversity, threat or misfortune without being overwhelmed or acting in dysfunctional or harmful ways (Cassidy, 2015; The Resiliency Center, 2018). Children who are resilient demonstrate determination and perseverance when tackling problems and coping with the emotional challenges of school and life.

ROOT CAUSE

The underlying cause of a weakness, problem or challenge, which is often masked by other symptoms. There are several ways to find the root cause through a root cause analysis. It's the process of peeling back the layers of symptoms to find the underlying cause. Root cause analysis should end with actionable causes that can be addressed.

SECONDARY TRANSITION

The process of preparing students for life after high school, including participation in postsecondary education or training, employment, and community living.

SCHOOL

In the context of the BIE Strategic Direction, school refers to any school funded by the BIE. Currently, the BIE oversees a total of 183 elementary, secondary, residential and peripheral dormitories across 23 states. The 183 BIE-funded schools vary considerably by size, Tribal culture, and a multitude of other socio-economic and geographic factors. 130 schools are Tribally controlled under P.L. 93-638 Indian Self Determination Contracts or P.L. 100-297 Tribally Controlled Grant Schools Act. 53 schools are directly operated by the BIE. The BIE also oversees two postsecondary schools: Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

SCHOOL IMPROVEMENT

A process through which a school leadership team uses the results of a needs assessment to develop an improvement plan focused on specific areas to increase the quality of instruction, services and supports to better meet the needs of students (Layland & Corbett, 2017). Also known as school continuous improvement.

SCHOOL READINESS

A child's ability to demonstrate the foundational knowledge, skills, and behaviors in key areas of learning that prepare him/her for success in kindergarten.

SCHOOL SAFETY

Safe schools promote the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. Emotional and physical safety in school are related to academic performance (National Center on Safe Supportive Learning Environments).

SELF-DETERMINATION

The belief that an organization, group or individual has the right and capacity to direct their own lives. Tribes exercise self-determination through a process of self-governance, which includes a nation's right to freely determine its social, economic, political and cultural future. Self-determination is a critical part of student education because it builds the capacity of each Tribe to address the educational needs of their students and builds future leaders and members to advocate for and sustain self-determining independence. Through self-determination, each student sets their own direction and schools offer different pathways and supports for them to achieve their direction.

SELF-REGULATION

The ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation. It includes the abilities to inhibit first responses, to resist interference from irrelevant stimulation, and to persist on relevant tasks even when we don't enjoy them. (<https://www.education.com/reference/article/self-regulation-development-skill/>, 2017). Self-regulation is one of several personal competencies that students develop to be able to set and attain goals, persist, and continually learn and apply their learning to pursue their goals.

SOVEREIGNTY

Having the full legal right to manage own affairs, govern internally, and engage in legal and political relationships with the federal government and its subdivisions.

STAFF

BIE employees as defined by the Ethics in Government Act of 1978.

STANDARDS

In the education context, standards describe what students need to know and be able to demonstrate at points in time to have the knowledge and skills necessary for the next stage of learning. College and Career standards and the Next Generation Science Standards are examples of education standards.

STANDARDS-ALIGNED CURRICULUM

A curriculum describes the scope and sequence by which standards for learning are taught. A curriculum that is aligned with standards reflects instruction from kindergarten through grade 12, and includes sample units of content, lesson plans and resources is comprehensive. There are several examples of standards-based curricula using college and career standards at the state, district or school levels. The curricula guides teachers and others in providing cohesive, rigorous, relevant and differentiated instruction so students can demonstrate mastery and application of the standards.

STEM COURSES

Courses focused on science, technology, engineering and math in an interdisciplinary and applied approach, instead of separate subjects. STEM integrates the four subjects into a cohesive learning program based on application in the real world. STEM areas include aerospace engineering, robotics, computer science, biochemistry and astrophysics. The U.S. Department of Education has several STEM resources at <https://innovation.ed.gov/what-we-do/stem/>

STRATEGIC PERFORMANCE MANAGEMENT

A process that folds strategic planning and performance management into one, seamless system, combining systematic focus with opportunities to challenge routines and discover more productive avenues to success.

STUDENTS

In the context of the BIE Strategic Direction, student refers to any student attending a BIE-funded school. Students include Indian, Alaska Native, and any non-Native students attending BIE-funded schools.

SUMMATIVE ASSESSMENT

An assessment used to evaluate student learning and application of the learning against a given standard at the end of a defined instructional period. Unit pre- and post-tests, end of course exams, standardized tests given at the end of a school year are a few examples of summative assessments.

SYSTEM OF SUPPORT

The systemic process of utilizing levers of change to improve performance at multiple levels of a system (student, adult, schools, districts, states, organizations). Opportunities for improvement and innovation include:

- Incentives (positive and negative) to take responsibility for improvement; incentivize change; encourage structured autonomy and recognize positive efforts and successes.
- Systemic capacity development, including data and planning systems and policies that promote the supply of high-quality leaders and teachers.
- Local capacity development to identify gaps in operational effectiveness and professional practice in districts and schools and provide supports to address them.
- Interventions that direct the most aggressive turnaround tools toward the most persistently low-achieving schools and districts.

A system of support has also been called:

- System of Recognition, Accountability, and Support (SRAS)
- System of Support and Intervention (SSI)
- Differentiated System of Support (DSS)
- Multi-Tiered System of Support (MTSS)
- Strategic Performance Network (SPN)

TECHNICAL ASSISTANCE

Series of activities designed to reach a valued outcome and result to changes to policy, program, practice, or operations that support increased capacity of improved outcomes at one or more systems levels. The activities, include but are not limited to, information or products, guidance, facilitation, coaching, and training.

TEMPLATE

Sample document, pattern or model that has some details in place, can be easily completed or can be adapted and used in the context needed.

THERAPEUTIC SCHOOL MODEL

There are several models of therapeutic schools, however, they all focus on providing an integrated educational environment with a level of structure and supervision for physical, emotional, behavioral, familial, social, intellectual and academic development. The schools serve students who have a history of failing in more traditional, less structured schools in terms of academic, social, moral or emotional development (National Association of Therapeutic Schools and programs, 2018).

TOOL

An object, device, or other implement that aids in accomplishing a task.

TRANSITION ACTIVITIES

Activities to assist a student in moving from one learning situation to another, in this case from high school to postsecondary study. Transition involves moving from early childhood programs to kindergarten, elementary school to middle school, from high school to colleges or universities, from dependent or assisted living to independent living. Transition activities include supporting students in being their own self-advocates, identifying their interests and aspiration, setting goals for after high school, learning independent living skills, and practicing how to complete job or college applications, interviews and forms.

TRANSITION COUNSELOR

A professional who assists students with tasks related to transitioning to life beyond high school including postsecondary study, employment or living.

TRAUMA-INFORMED CURRICULUM

Curriculum created to support recovery from trauma and often includes examples of trauma-informed practices to support goal setting and implementation of trauma-informed care. Trauma-informed curriculum in schools might focus on building resilience, social and emotional skills of students in the classroom.

TRAUMA-INFORMED INSTRUCTION

Also referred to as Trauma-Informed Teaching, the focus is on creating trauma-sensitive classrooms and helping students develop resiliency (Souers & Hall, 2016).

TRIBAL COLLEGES AND UNIVERSITIES

Postsecondary institutions that qualify for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801 et seq.) or the Navajo Community College Act (25 U.S.C. 640a note); or is cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note). Tribal colleges and universities include the two BIE operated colleges and universities, Haskell Indian Nations University and Southwestern Indian Polytechnic Institute, and the Tribally operated colleges and universities.

TRIBAL EDUCATION DEPARTMENT(S)

Tribal Education Department(s) is defined as any division or department within the government of a federally-recognized Indian Tribe responsible for supporting the education of Tribal members.

WELLBEING

A way of life oriented toward optimal health and well-being, in which the body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community (Myers, Sweeney, & Witmer, 2000, p. 252). Addressing the needs of the whole student including physical, mental and emotional wellbeing is just as critical to student success as academic development. In education, wellbeing has been defined as the degree to which a student functions effectively in the school community. It includes sustaining a positive attitude and outlook, resilience, and satisfaction with oneself, relationships and experiences including learning. Student resilience, persistence and wellbeing are critical to academic and social learning. It is the foundation of personal and social improvement.

WELLNESS

Wellness is defined as a student's optimal quality of physical and mental health supported through physical activity, good nutrition, safe learning environments, and access to cultural resources.

ACRONYMS

ADD	Associate Deputy Director	NIEA	National Indian Education Association
AP	Advanced Placement	NIES	National Indian Education Study
ASCA	American School Counselor Association	PD	Position Description
BIA	Bureau of Indian Affairs	PII	Personally Identifiable Information
BIE	Bureau of Indian Education	PPRA	Protection of Pupil Rights Amendment
BOS	Bureau operated schools	pre-k	pre-kindergarten
CCSSO	Council of Chief State School Officers	PTAC	Privacy Technical Assistance Center
CTE	Career and Technology Education	ROTC	Reserve Officer's Training Corp
DAMA	Data Management Association International	RTI	Response to Intervention
DFCM	Division of Facilities, Management and Construction	SCAN	Suspected Child Abuse/Neglect
DOI	Department of the Interior	SIPI	Southwestern Indian Polytechnic Institute
DPA	Division of Performance and Accountability	SLA	Service Level Agreement
DSS	Differentiated System of Support	SOP	Standard Operating Procedures
EPA	Education Program Administrator	SPM	Strategic Performance Management
EPAP	Employee Performance Appraisal Plan	SPN	Strategic Performance Network
ERC	Education Resource Center	SRAS	System of Recognition, Accountability, and Support
ESSA	Every Student Succeeds Act of 2015	SSI	System of Support and Intervention
FACE	Family and Child Education	SSOS	Statewide System of Support
FERPA	Family Educational Rights and Privacy Act of 1974	STEM	Science, Technology, Engineering and Math
FPCO	Family Policy Compliance Office	TA	Technical Assistance
GAO	Government Accountability Office	TCS	Tribally controlled schools
Haskell	Haskell Indian Nations University	TCU	Tribal colleges and universities
HHS	Health and Human Services	TED	Tribal education department
IA	Indian Affairs	TEDNA	Tribal Education Department National Assembly
IB	International Baccalaureate	TIBC	Tribal Interior Budget Council
ICAP	Individual Career Activity Plan		
IEP	Individualized Education Plan		
IHE	Institutes of Higher Education		
IHS	Indian Health Services		
JOM	Johnson O'Malley		
K-12	kindergarten through grade 12		
MOA	Memorandum of Agreement		
MOU	Memorandum of Understanding		
MTSS	Multi-tiered System of Support		
NAEYC	National Association for the Education of Young Children		
NAU	Northern Arizona University		
NBCT	National Board Certified Teacher		
NCAI	National Congress of American Indians		

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